**OKLAHOMA SCHOOL TESTING PROGRAM**
**OKLAHOMA CORE CURRICULUM TESTS**

# TEST AND ITEM SPECIFICATIONS

Reading
Grade 7

2012–2013 Edition

OKLAHOMA
STATE DEPARTMENT of EDUCATION
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Revised
March 2013

Oklahoma State Department of Education
Oklahoma City, Oklahoma

# OKLAHOMA CORE CURRICULUM TESTS

# TEST AND ITEM SPECIFICATIONS

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## *Purpose*

The purpose of the Grade 7 Reading Test is to measure Oklahoma students' level of proficiency. On this test, students are required to respond to a variety of items linked to the standards of the seventh-grade reading content skills identified in the *Oklahoma College, Career and Citizen Ready ($C^3$) Standards*. Each Reading Test form assesses each identified content standard and objective listed below. The following standards and objectives are intended to summarize the knowledge as identified in the *Oklahoma $C^3$ Standards*.

| ***Oklahoma $C^3$ Standards*** **Content Standards and Objectives** |
|---|
| **Vocabulary**<br>• Words in Context (1.1)<br>• Word Origins (1.2)<br>• Idioms and Comparisons (1.3) |
| **Comprehension/Critical Literacy**<br>• Literal Understanding (3.1)<br>• Inference and Interpretation (3.2)<br>• Summary and Generalization (3.3)<br>• Analysis and Evaluation (3.4) |
| **Literature**<br>• Literary Genres (4.1)<br>• Literary Elements (4.2)<br>• Figurative Language and Sound Devices (4.3) |
| **Research and Information**<br>• Accessing Information (5.1)<br>• Interpreting Information (5.2) |

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### *Test Structure, Format, and Scoring*

The Oklahoma Core Curriculum Tests consist of multiple-choice items. Each multiple-choice item is scored as correct or incorrect. The student's raw score is converted to a scaled score using the number correct method. Of the total items, 10 items are field-test items and do not contribute to the student's scaled score.

| Content Assessment | Total Items | Total Operational Items | Total Field Test Items |
|---|---|---|---|
| Mathematics | 60 | 50 | 10 |
| Reading | 60 | 50 | 10 |
| Geography | 55 | 45 | 10 |

### *Test Alignment with Oklahoma $C^3$ Standards*

| Criteria for Aligning the Test with the *OK* $C^3$ Standards and Objectives |
|---|
| **1. Categorical Concurrence**<br>The test is constructed so that there are at least six items measuring each *OK* $C^3$ standard. The number of items is based on estimating the number of items that could produce a reasonably reliable estimate of a student's mastery of the content measured. |
| **2. Depth of Knowledge Consistency**<br>The test is constructed using items from a variety of Depth of Knowledge levels that are consistent with the processes students need in order to demonstrate proficiency for each *OK* $C^3$ objective. |
| **3. Range of Knowledge Correspondence**<br>The test is constructed so that at least 75% of the objectives for an *OK* $C^3$ standard have at least one corresponding assessment item. |
| **4. Balance of Representation**<br>The test is constructed according to the Test Blueprint, which reflects the degree of representation given on the test to each *OK* $C^3$ standard and/or objective in terms of the percent of total test items measuring each standard and the number of test items measuring each standard and/or objective. The test construction shall yield a balance of representation with an index of 0.7 or higher of assessed objectives related to a standard. |
| **5. Source of Challenge**<br>Each test item is constructed in such a way that the major cognitive demand comes directly from the targeted *OK* $C^3$ objective or concept being assessed, not from specialized knowledge or cultural background of the test taker. |

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**Oklahoma School Testing Program**
**Oklahoma Core Curriculum Test**
**Grade 7 Reading Test Blueprint**
**School Year 2012-2013**

The Test Blueprint reflects the degree to which each *Oklahoma C*$^3$ standard and objective is represented on the test. The overall distribution of operational items on a test form is intended to look as follows:

| OK C$^3$ Standards & Objectives | Ideal Number of Items * | Ideal Percentage of Items ** |
|---|---|---|
| **Vocabulary** | **10** | **20%** |
| Words in Context (1.1) | 3-4 | |
| Word Origins (1.2) | 3-4 | |
| Idioms and Comparisons (1.3) | 3-4 | |
| | | |
| **Comprehension/Critical Literacy** | **20** | **40%** |
| Literal Understanding (3.1) | 4-5 | |
| Inferences and Interpretation (3.2) | 4-6 | |
| Summary and Generalization (3.3) | 4-6 | |
| Analysis and Evaluation (3.4) | 4-6 | |
| | | |
| **Literature** | **12** | **24%** |
| Literary Genres (4.1) | 4 | |
| Literary Elements (4.2) | 4 | |
| Figurative Language/Sound Devices (4.3) | 4 | |
| | | |
| **Research and Information** | **8** | **16%** |
| Accessing Information (5.1) | 4 | |
| Interpreting Information (5.2) | 4 | |
| | | |
| ***Total Test*** | ***50*** | ***100%*** |

* A minimum of 4 items is required to report results for an objective, and a minimum of 6 items is required to report a standard. While the actual number of items on the test may not match the blueprint exactly, each future test will move toward closer alignment with the ideal blueprint.

** Percents are approximations and may result in a sum other than 100 due to rounding

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### *Depth of Knowledge Assessed by Test Items*

The Oklahoma Core Curriculum Tests will, as closely as possible, reflect the following "Depth of Knowledge" distribution of items.

| Grades 3-5 | |
|---|---|
| **Depth of Knowledge** | **Percent of Items** |
| Level 1: Recall and Reproduction | 20-25% |
| Level 2: Skills and Concepts | 65-70% |
| Level 3: Strategic Thinking | 5-15% |

| Grades 6-8 | |
|---|---|
| **Depth of Knowledge** | **Percent of Items** |
| Level 1: Recall and Reproduction | 10-15% |
| Level 2: Skills and Concepts | 65-70% |
| Level 3: Strategic Thinking | 15-25% |

**Level 1** (Recall and Reproduction) requires students to receive or recite facts, to use simple skills or abilities, and to demonstrate basic comprehension of a text. Items require only a shallow understanding of a single word or phrase. Some examples that represent but do not constitute all Level 1 performances are:

- Support ideas by reference to details in the text.
- Use a dictionary to find the meaning of words.
- Identify figurative language in a reading passage.

**Level 2** (Skills and Concepts) includes the engagement of some mental processing beyond recalling or reproducing a response; it requires both comprehension and subsequent processing of text or portions of text. Inter-sentence analysis or inference is required. Some important concepts are covered but not in a complex way. Standards and items at this level may include words such as summarize, interpret, infer, classify, organize, collect, display, compare, and determine whether fact or opinion. Literal main ideas are stressed. A Level 2 assessment item may require students to apply some of the skills and concepts that are covered in Level 1. Some examples that represent but do not constitute all Level 2 performances are:

- Use context clues to identify the meaning of unfamiliar words.
- Predict a logical outcome based on information in a reading selection.
- Identify and summarize the major events in a narrative.

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**Level 3** (Strategic and Extended Thinking) encourages students to go beyond the text; however, they are still required to show understanding of the ideas in the text. Students may be encouraged to explain, generalize, or connect ideas. Standards and items at Level 3 involve reasoning and planning and will probably be an extended activity with extended time provided. The extended time period is not a distinguishing factor if the required work is only repetitive and does not require applying significant conceptual understanding and higher-order thinking. Students take information from at least one passage and are asked to apply this information to a new task. They may also be asked to develop hypotheses and perform complex analyses of the connections among texts, or describe and illustrate how common themes are found across texts from different cultures. Students must be able to support their thinking. Items may involve abstract theme identification, inference across an entire passage, or students' application of prior knowledge. Items may also involve more superficial connections between texts. Some examples that represent, but do not constitute, all Level 3 performances are:

- Analyze and synthesize information from multiple sources.
- Examine and explain alternative perspectives across a variety of sources.
- Describe and illustrate how common themes are found across texts from different cultures.
- Determine the author's purpose and describe how it affects the interpretation of a reading selection.
- Summarize information from multiple sources to address a specific topic.
- Analyze and describe the characteristics of various types of literature.

**Note--**The descriptions are adapted from Review Background Information and Instructions, Standards and Assessment Alignment Analysis, CCSSO TILSA Alignment Study, May 21-24, 2001, Version 2.0.

***Universal Test Design Considerations***

Universal design, as applied to assessments, is a concept that allows the widest possible range of students to participate in assessments and may even reduce the need for accommodations and alternative assessments by expanding access to the tests themselves. In the Oklahoma Core Curriculum Tests, modifications have been made to some items that simplify and clarify instructions, and provide maximum readability, comprehensibility, and legibility. This includes such things as reduction of language load in content areas other than Reading, increased font size, fewer items per page, and boxed items to assist visual focus. Reading tests will have vocabulary at grade level. In all other tests, the vocabulary level will be below the grade being tested except for content words. Grades 3 and 4 will be one grade level below, and grades 5, 6, 7, and 8 will be two grade levels below. These modifications are evident in the sample items included in this document.

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### *Testing Schedules*

At grades 6, 7 and 8, each subject area test is meant to be administered in a separate session. Students may be given additional time if needed, but additional time will be given as an extension of the same testing period, not at a different time.

**Grade 7 Mathematics**

| **Test Session** | Approximately: |
|---|---|
| Distributing books, filling in the Student Demographic Page, reading directions | 20 minutes |
| Administering the Mathematics Test; **no calculators are allowed** during this test | 60-80 minutes |
| **Total:** | 80-100 minutes |

**Grade 7 Reading**

| **Test Session** | Approximately: |
|---|---|
| Distributing books, reading directions | 15 minutes |
| Administering the Reading Test | 95-115 minutes |
| **Total:** | 110-130 minutes |

**Grade 7 Geography**

| **Test Session** | Approximately: |
|---|---|
| Distributing books, filling in the Student Demographic Page, reading directions | 20 minutes |
| Administering the Test | 60-80 minutes |
| **Total:** | 80-100 minutes |

### *Multiple-Choice Item Guidelines*

- All item stems clearly indicate what is expected in an item to help students focus on selecting a response.
- Each multiple-choice item has a stem (question, statement, or incomplete statement, and/or graphic component) and four answer (or completion) options, only one of which is correct.
- Multiple-choice item stems present a complete problem so that students know what to do before looking at the answer choices; students should not need to read all answer choices before knowing what is expected.
- Art incorporated within an item must be functional and assist students in determining the correct response.

In summary, test items assess whether students: understand relevant concepts and procedures; communicate their understandings effectively in content specific terms; approach problems; and develop viable solutions. In Reading, items ask questions that address issues of importance in a text, and the questions are consequential, concise, focused, and fair.

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### *Stimulus Materials*

Stimulus materials are the passages, graphs, models, figures, etc. that students must read and examine in order to respond to items. The following characteristics are necessary for stimulus materials:

1. When students are given information, data, or an experimental setup to evaluate, they should know the research question and the purpose of the research.
2. Tables, graphs, reading passages, and illustrations provide sufficient information for assessment of multiple standards.
3. Stimulus materials for a set of items may be a combination of multiple stimuli.
4. Information in stimulus materials is representative of concepts and principles described in the *Oklahoma $C^3$ Standards*.
5. For conceptual items, stimulus materials are necessary but not conceptually sufficient for student response.
6. There is a balance of graphic and textual stimulus materials within a test form. At least 50% of the items have appropriate pictorial and graphical representations. Graphs, tables, or figures are clearly associated with their intended items. Graphics appear either on the same page as the stimulus or on the facing page.
7. The stimuli avoid subject matter that might prompt emotional distress on the part of the students.
8. Permission to use stimuli from copyrighted material is obtained as necessary by the testing vendor.

### *General Considerations*

It is necessary to create test items that are reliable, fair, and targeted to the *Oklahoma $C^3$* standards listed on the following pages. There are some general considerations and procedures for effective item development. These considerations include, but are not limited to, the following:

1. Each test form contains items assessing standards and objectives listed in the Test Blueprint for the specific grade and content area. In the *Oklahoma $C^3$ Standards* document, asterisks have been used to identify standards and objectives that must be assessed by the local school district.
2. Test items that assess each standard are not limited to one particular type of response format. Each item begins with a stem that asks a question or poses a clear problem. Stems may include incomplete sentences in order to reduce unnecessary repetition of text.
3. Test items attempt to focus on content that is authentic and that grade-level students can relate to and understand.
4. Test items are worded precisely and clearly. The more focused an item, the more reliable and fair it will be, and the more likely all students will understand what is required of them.

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5. All items are reviewed to eliminate language that is biased or is otherwise likely to disadvantage a particular group of students. That is, items do not display unfair representations of gender, race, ethnicity, disability, culture, or religion; nor do items contain elements that are offensive to any such groups.

6. All multiple-choice items, including the correct response and distractors, are similar in length and syntax. Students should not be able to rule out a wrong answer or identify a correct response solely because it looks or sounds different from the other answer choices. Distractors are created so that students reason their way to the correct answer rather than simply identify incorrect responses because of a distractor's obviously inappropriate nature. Distractors should always be plausible (but incorrect) in the context of the item stem. Correct responses are reasonably distributed among A's, B's, C's, and D's. The distractors adopt the language and sense of the material in the selection. Test items focus on reading skills and comprehension strategies, avoiding measurement of a student's feelings or values.

7. Items deal with issues and details that are of consequence in the stimulus and central to students' understanding and interpretation of the stimulus.

8. To the greatest extent possible, no item or response choice clues the answer to any other item. No item stem or answer option provides clues to any other item's answer, nor is the same fact of the passage assessed more than once, including the same vocabulary or technical term.

9. Test items are tied closely and particularly to the stimuli from which they derive, so that the impact of outside (prior) knowledge, while never wholly avoidable, is minimized.

10. The responses "Both of the above," "All of the above," "None of the above," and "Neither of the above" are not used.

11. Most stems are positively worded, avoiding the use of the word <u>not</u>. If a negative is required, the format is "All of the following . . . except."

12. The material presented is balanced, culturally diverse, well-written, and of interest to students. The stimuli and items are presented fairly in order to gain a true picture of students' skills.

13. Across all forms, a balance of gender and active/passive roles by gender is maintained.

14. No resource materials or calculators may be used by students during the test.

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### *Considerations for Reading*

Grade-level passages contain identifiable key concepts with relevant supporting details. Each passage will be appropriate for determining the purpose for reading; analyzing character traits; compare/contrast; problem/solution; interpretation; application; analysis; synthesis; drawing conclusions; making an inference; being conducive for vocabulary analogies; and relevant reading tasks as defined by the *Oklahoma $C^3$ Standards* for the specific grade level.

The passages have a variety of sentence types and lengths, may include dialogue, reflect Oklahoma's cultural diversity, and possess sufficient structural integrity to allow them to be self-contained. Reading passages will reflect a balance of genres from narrative and expository texts. The majority of the selections used for the reading test include authentic literature; a minor portion may be selected from commissioned works.

All passages are reviewed to eliminate cultural or other forms of bias that might disadvantage any group(s) of students. The passages avoid subject matter that might prompt emotional distress. Permission to use selections from copyrighted material are obtained as necessary. Each passage generates multiple-choice items.

| Grade | Word Count* | Authentic Literary Selections | Expository Selections (1 task-oriented/functional) |
|---|---|---|---|
| 3 | 200-600 | 3-6 | 3-5 |
| 4 | 200-600 | 4-6 | 3-5 |
| 5 | 300-700 | 4-6 | 4-6 |
| 6 | 300-700 | 4-6 | 4-6 |
| 7 | 500-900 | 4-6 | 4-6 |
| 8 | 500-900 | 4-6 | 4-6 |

*Paired passages can have a total word count 1.5 times the highest word count for that grade.

A test form contains at least one set of paired passages that allows students to make comparisons and connections between texts. The items with paired passages, which require comparisons and connections, should appear after both passages. There is a minimum of three questions for the related paired passages in addition to three to five separate questions for each of the passages in the pair.

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### *Readability*

The selected reading passages will be at the appropriate grade level. The readability level of all passages is evaluated using three recognized readability formulas. The formulas chosen for each grade vary according to the purpose for which the formula was developed.

Grades 3 and 4 use the following formulas: Flesch-Kincaid Grade Level, Spache, or any other formula that is deemed appropriate. Grades 5-8 determine the readability level of their passages using the following formulas: Dale-Chall, Flesch-Kincaid Grade Level, Smog, or any other formulas considered reliable.

In addition, sentence structure, length, vocabulary, content, visuals, and organization are reviewed when selecting appropriate grade level passages. The teacher panel that reviews the passages provides the final evaluation instrument used to make a decision in regards to the readability of a passage.

### *Vocabulary*

The vocabulary words tested in Oklahoma Core Curriculum Tests come directly from the passage content. Words used for vocabulary items have sufficient surrounding context clues for the reader to determine the meaning. Students may encounter words in the text that are not tested, but are above the student's grade placement. In Grades 3-5, these challenging words and their definitions may be placed in a word box above the story or article. In Grades 6-8, the definitions of challenging words may be placed in footnotes.

No single source is available to determine the reading level of various words. Therefore, the appropriateness and difficulty of a word is determined in various ways. Vocabulary words are checked in the following: *EDL Core Vocabularies in Reading, Mathematics, Science, and Social Studies*; *Basic Reading Vocabularies*; *The Living Word*; or other reliable readability sources. In addition to using the aforementioned printed resources to assist in creating vocabulary items, each vocabulary item must be approved by Oklahoma's Content Review Committee. The committee, comprised of Oklahoma educators from across the state, reviews proposed vocabulary items for grade level appropriateness. Reading tests will have vocabulary at grade level. In all other tests, the vocabulary level will be below the grade being tested except for content words. Grades 3 and 4 will be one grade level below, and grades 5, 6, 7, and 8 will be two grade levels below.

All items developed using these specifications are reviewed by Oklahoma educators and approved by the Oklahoma State Department of Education. The distribution of newly developed items is based on content and process alignment, difficulty, cognitive ability, percentage of art/graphics, and grade-level appropriateness as determined by an annual Item Development Plan approved by the Oklahoma State Department of Education.

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### *Overview of Item Specifications*

For each *Oklahoma C³* standard, item specifications are organized under the following headings:

- *OK C³* Standard and *OK C³* Objective
- Item Specifications
  a. Emphasis
  b. Stimulus Attributes
  c. Format
  d. Content Limits
  e. Distractor Domain
  f. Sample Test Items

The headings *Oklahoma C³* Standard and *Oklahoma C³* Objective state the standard and objective being measured as found in the Reading section of the *Oklahoma C³ Standards* document.

The heading Item Specifications highlights important points about the items' emphasis, stimulus attributes, format, content limits, distractor domain, and sample test items. Although it is sometimes possible to score single items for more than one concept, all items in these tests are written to address a single content standard as the primary concept.

**Note about the Item Specifications and Sample Items:**

**With the exception of content limits, the item specifications give suggestions of what might be included and do not give an exhaustive list of what can be included. The sample items are not intended to be definitive in nature or construction—the stimuli and the test items that follow them may differ from one test form to another, as may their presentations.**

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***OKLAHOMA C³ STANDARDS***

# LANGUAGE ARTS

## Grade 7

Asterisks (*) have been used to identify standards and objectives that must be assessed by the local school district. All other skills may be assessed by the Oklahoma School Testing Program (OSTP).

**Reading/Literature: The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.**

**Standard 1: Vocabulary - The student will expand vocabulary through word study, literature, and class discussion.**

Use a knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

1. Words in Context—Verify the meaning of a word in its context, even when its meaning is not directly stated, through the use of definitions, restatement, example, comparison, or contrast.

2. Word Origins

   a. Identify the origins and meanings of foreign words frequently used in English and use these words accurately in speaking and writing.

      Example: Understand and use in speaking and writing foreign words that are often used in English such as *lasagne* (Italian), *sauerkraut* (German), and *déjà vu* (French).

   b. Use knowledge of Greek and Latin word parts and roots to determine the meaning of subject area vocabulary.

      Example: Analyze the roots, prefixes, and suffixes of subject area words such as *telescope, geography, and quadrant.*

3. Idioms and Comparisons—Identify and explain idioms and comparisons, such as analogies, metaphors, and similes, to infer the literal and figurative meanings of phrases.

   a. Idioms: expressions that cannot be understood just by knowing the meanings of the words in the expression, such as *the apple of his eye* or *beat around the bush*

   b. Analogies: comparisons of the similar aspects of two different things.

   c. Metaphors: implied comparisons, such as *The street light was my security guard.*

   d. Similes: comparisons that use like or as, such as *A gentle summer breeze feels like a soft cotton sheet.*

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***Standard 2 Fluency—The student will identify words rapidly so that attention is directed to the meaning of the text.**

1. Read regularly in independent-level materials (texts in which no more than 1 in 20 words is difficult for the reader) fluently and accurately, and with appropriate time, change in voice, and expression.

2. Read regularly in instructional-level materials that are challenging but manageable (text in which no more than approximately 1 in 10 words is difficult for the reader; a "typical" seventh grader reads 135 words per minute).

3. Increase silent reading speed and comprehension through daily, independent reading.

4. Read silently for increased periods of time.

5. Use punctuation as a cue for pausing and characterization while reading.

**Standard 3: Comprehension—The student will interact with the words and concepts in a text to construct an appropriate meaning.**

Read and understand grade-level-appropriate material. Describe and connect the essential ideas, arguments, and perspectives of the text by using a knowledge of text structure, organization, and purpose. At Grade 7, in addition to regular classroom reading, read a variety of grade-level-appropriate narrative (story) and expository (informational and technical) texts, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information.

1. Literal Understanding

   a. Apply prereading strategies when reading both fiction and nonfiction that is appropriately designed for grade level.

      - Determine the purpose for reading such as to be informed, entertained, or persuaded.

      - Preview the material and use prior knowledge to make connections between text and personal experience.

   b. Recognize transition words to guide understanding of the text (e.g., as a result, first of all, furthermore).

   c. Show understanding by asking questions and supporting answers with literal information from text.

2. Inferences and Interpretation

   a. Make inferences and draw conclusions with evidence drawn from the text and/or student experiences.

   b. Make inferences supported by a character's thoughts, words, and actions or the narrator's description.

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3. Summary and Generalization

   a. Summarize the main idea and how it is supported with specific details.

   b. Recall major points in the text and make and revise predictions.

   c. Recognize the importance and relevance of details on the development of the plot.

   d. Support reasonable statements by reference to relevant aspects of text and examples.

4. Analysis and Evaluation

   a. Compare and contrast points of view, such as first person, third person, limited and omniscient, and explain their effect on the overall theme of a literary work.

   b. Evaluate events that advance the plot of a literary work and how those events relate to past, present, or future actions.

   c. Analyze character traits, conflicts, motivations, points of view, and changes that occur within the story and discuss the importance to the plot or theme.

   d. Evaluate the accuracy or appropriateness of the evidence used by the author to support claims and assertions.

   e. Distinguish between stated fact, reasoned judgment, and opinion in text.

*5. Monitoring and Correction Strategies

   a. Monitor the understanding of text and use correcting strategies, such as rereading a portion, using reference aids, or searching for content when needed.

   b. Make, confirm, and revise predictions when reading.

   c. Adjust reading rate and determine appropriate strategies to match the purpose, difficulty, and characteristics of the text.

**Standard 4: Literature—The student will read, construct meaning, and respond to a wide variety of literary forms.**

Read and respond to grade-level-appropriate historically or culturally significant works of literature that reflect and enhance a study of history and social science. Clarify the ideas and connect them to other literary works. Participate productively in self-directed work teams to create observable products.

1. Literary Genres—Demonstrate a knowledge of and an appreciation for various forms of literature.

   a. Analyze the characteristics of genres, including short story, novel, drama, poetry, and nonfiction.

   b. Analyze characteristics of subgenres, including autobiography, biography, fable, folk tale, mystery, and myth.

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2. Literary Elements—Demonstrate knowledge of literary elements and techniques and how they affect the development of a literary work.

   a. Analyze and explain elements of fiction, including plot, conflict, resolution, character, setting, theme, and point of view.

   b. Identify and explain techniques of direct and indirect characterization in fiction.

   c. Describe how the author's perspective, argument, or point of view affects the text.

   d. Analyze inferred and recurring themes in literary works (e.g., bravery, loyalty, historical).

3. Figurative Language and Sound Devices—The student will identify figurative language and sound devices and will analyze how they affect the development of a literary work.

   a. Identify and explain the use of figurative language in literary works to convey mood, images, and meaning, including metaphor, personification, and simile.

   b. Identify and explain the use of sound devices in literary works to convey mood, images, and meaning, including alliteration, onomatopoeia, and rhyme.

   c. Analyze poetry and evaluate poetic styles (e.g., rhymed, free verse, and patterned [cinquain, diamante]).

*4. Literary Works—The student will read and respond to historically and culturally significant works of literature.

   a. Analyze and evaluate works of literature and the historical context in which they were written.

   b. Analyze and evaluate literature from various cultures to broaden cultural awareness.

   c. Compare similar characters, settings, and themes from varied literary traditions.

**Standard 5: Research and Information—The student will conduct research and organize information.**

1. Accessing Information—Select the best source for a given purpose.

   a. Use library catalogs and computer databases to locate sources for research topics.

   b. Access a variety of primary and secondary sources to locate information relevant to research questions.

   c. Gather data for research purposes through interviews (e.g., prepare and organize relevant questions, make notes of responses, and compile the information).

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d. Use organizational strategies as an aid to comprehend increasingly difficult content material.

e. Note instances of persuasion, propaganda, and faulty reasoning in text.

f. Use reference features of printed text, such as citations, endnotes, and bibliographies to locate relevant information about a topic.

2. Interpreting Information—The student will analyze and evaluate information from a variety of sources.

   a. Record, organize, and display relevant information from multiple sources in systematic ways (e.g., outlines, graphic organizers, or note cards).

   b. Interpret and use graphic sources of information such as graphs, maps, timelines, or tables, to address research questions.

   c. Analyze and paraphrase or summarize information gathered from a variety of sources into a research paper.

   d. Determine the appropriateness of an information source for a research topic.

   e. Identify and credit the sources used to gain information for both quoted and paraphrased information in a bibliography using a consistent format.

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***Reading Passages***

## Camping in the Cold

The wind blows cold
And carries on it the scent of snow
Crisp, clear, crackling.

Perfect weather for a cozy fire
And a good book and salty popcorn
Yet here I am,
Camping in this barren forest
With my parents
Who do not tolerate bad attitudes.

So though my cheeks are chapped red
And my nose continuously sniffles
I hike through the woods like a pro.
My feet push through piles of leaves
Crunch, crunch, crunch

We echo through the woods
Eerily quiet except for the wind howling past us
As even the squirrels know it is time to be
Inside somewhere warm.

My parents laugh and bare their teeth to the wind
They thrive on adventure and challenges
I thrive on cold soda and cake
But here I am, burning hot dogs over a blazing fire.

Darkness falls like a curtain
Over the tall trees towering above us
And then it is time for sleep.

I lay still with eyes wide, staring into the darkness
And the night sounds of the forest
Come alive, like a small child creeping downstairs
For a forbidden glass of milk after bedtime.

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The trees' bare branches beat together like bones
Clacking in the wind
A steady drumbeat.
The rustling of 'possums and raccoons
Drifts by now and then
And owls hoot softly, in the distance and now nearby
Their cries making my skin suddenly shiver.

I listen in wonder, never having noticed
The symphony of sounds to be discovered in the woods
When people are not talking or walking
When we have time to just wait and be still.

But my eyes are getting heavy
As warmth steals through my body
Tired from its hiking
I am cozy and I am safe, with my parents nearby.

I could be at home with a book
But instead I am here, sleeping among the wild things
Breathing in the aroma of pine and mold
Part of nature in its barren beauty.

Tomorrow we will fish and rock climb
Tomorrow I will watch for sparrows and woodlarks
Tomorrow my smile will be a real one.

I drift off to sleep to the lullaby of the woods,
An unusual but powerful tune.

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## City Birds

1 It swoops. It soars. It dives. It plunges towards the ground at speeds up to 200 miles per hour. It snatches its dinner in its claws before returning to its nest. Although this may sound like something you would see on a television documentary about the lives of birds in the wild, it could not be more different. This scene took place in one of the busiest places of the world, the Big Apple, better known as New York City.

2 What is a falcon doing in a huge city like this? Did it somehow get lost on its way home? Believe it or not, there are a growing number of peregrine falcons that actually call New York City their home.

3 Forty years ago, scientists realized that something was wrong in the world of peregrine falcons. Their numbers were dropping. The species was in trouble. Thanks to some quick research, they discovered that the problem was a certain chemical being used all over the country to get rid of some weeds and bugs. Because the falcons would occasionally eat some of those same bugs, they got an unwanted dose of the chemical too. In turn, that ingredient made the shells of the falcons' eggs so thin that they would shatter when the mother bird tried to sit on them. Scientists worked hard, and soon that chemical was banned throughout the United States. By this time, however, the birds were already on the endangered list.

4 To help the birds survive, experts began hacking them, which means teaching the young birds to fly without the examples and lessons from older birds. Instead of figuring out what to do from their parents, these falcons are taught by patient, dedicated humans.

5 Once they were taught the skills they needed to survive, over one thousand birds were released across the eastern United States, including New York City. To scientists' delight, the falcons adapted quickly to life in the big city. The reasons are quite understandable too.

6 First of all, falcons want to make sure their nests are safe from any creatures looking for a snack. There are very few hungry owls around the tops of these buildings. Secondly, in nature, falcons live near mountains and valleys. The skyscrapers and streets of New York City are a close imitation. Perhaps best of all, the city is full of pigeons, and that just happens to be one of the falcons' favorite meals.

7 Although they do not realize it, the peregrine falcons of New York City have unseen helpers. Wildlife biologists from the city's New York

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Department of Environmental Protection check on the nest sites on a regular basis. During mating season, they set up nesting boxes that are quite comfortable and very safe for the mother bird. These special boxes protect the fragile eggs from sun, wind, and rain. Then, during the birds' breeding season, the biologists visit the nest sites every day. They collect information on how many eggs have been laid and how the falcon family is doing.

8 The safety that New York City provides to these birds makes it a wonderful place for them to live. No longer endangered, these magnificent creatures are free again to swoop, soar, dive, and plunge amongst the mountains of glass and steel and the valleys of asphalt that they call home.

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## Just Like Practice

1 Connie watched as Coach Sanders helped Julia limp off the soccer field. "It's my ankle," her friend grimaced when Connie rushed over to ask how she was. "I guess it's up to you, Connie," she panted. Connie's stomach dropped; her heart began pounding like the hooves of stampeding horses.

2 "Me?" she asked, hesitantly. She glanced at her friend's swollen ankle, hoping for a miracle. She looked out at the field where her teammates and members of the other team were getting ready to resume play. Connie had already played her usual few minutes in the first half. Like always, she had spent the time hoping the ball would not come her way.

3 "Connie," Julia said, "You can do it, just like you do in practice."

4 "Let's go, Connie," Coach Sanders said. "You're the best scorer we have left." Then he shouted to the rest of the team. "We need only one goal to tie. Don't quit now, there's still enough time!"

5 Connie's knees felt like rubber as she ran out onto the field. "Don't mess up. Don't mess up," she repeated to herself over and over.

6 "Just like practice, Connie," Coach Sanders reminded her one more time. If only that were true, Connie thought. In practice, Connie was a terrific player. In fact, some people thought she was better than Julia, the team's star player. Connie could guide the ball smoothly through defenders, make sharp, accurate passes, and score from either side of the goal. Coach Sanders had often commented on the way she could control the soccer ball with her feet.

7 That was practice, though; games were a totally different story. Something happened to Connie during the games. Her legs felt rubbery, her breath came in gasps, and her heart fluttered in her chest. Whenever she got near the ball, things seemed to go wrong and Connie soon started dreading the games. Coach Sanders insisted on putting her into the game each week for a few minutes, but he usually did so only when the team was comfortably ahead. Now her team, the Wolverines, was playing for the city championship against the Hornets. If they won, they would advance to the state playoffs. Why did Julia have to get hurt now? Connie wondered anxiously.

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8 The Wolverines were behind 2-1 and the Hornets had the ball. The Wolverines prepared to play tough defense. There were only a few minutes remaining. Suddenly, Tonesha, one of Connie's teammates, intercepted a pass and streaked down the middle of the field towards the Hornet's goal. Without thinking, Connie knew what to do. She raced down the right side just like in practice. Tonesha saw her and kicked the ball. It was a perfect pass, but as it got closer, Connie started having her old doubts. "Don't mess up!" her mind screamed as she received the pass. "Please go in!" she whispered as she kicked the ball hard. For a second it looked good, but then sailed right, missing the goal by several feet.

9 Connie hung her head. "Choked again," she muttered. Her teammates said, "good try" or "that's okay," but their eyes seemed to say something different. Same old Connie. Connie had no time to sulk, though, because the game was not over.

10. The Hornets had the ball again. Connie was guarding the Hornet player with the ball. She could hear the noise of the crowd building. She knew it was almost over. This was her chance. She waited until she thought the Hornet player was about to pass the ball. Then she darted in, stole the pass, and raced downfield ahead of everyone. With the crowd and her teammates screaming behind her, Connie was determined to score. She waited until the last second and when the Hornet goalie moved to the right, Connie kicked the ball into the left corner of the goal. She had tied the game! As the ball settled into the net, the referee blew his whistle; time had expired. The teams would now have to break the tie to determine who went to the next play-off level. Connie could hardly wait!

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## The First Lady of the World

1 Anna Eleanor Roosevelt, the wife of President Franklin D. Roosevelt, became the First Lady of the United States in 1932. The country was going through a difficult time. Many people did not have jobs and there was not enough food to eat. Unlike most presidents' wives before her, Eleanor was not afraid to say what she thought. She wanted all people to be treated fairly. She cared about civil rights for women, children, and the poor. Traveling throughout the country gave her a chance to encourage the people she met.

2 Where did this energetic, enthusiastic woman come from? Eleanor was born in New York City and was raised by a very strict grandmother who sent her to school in England. As a child, she was solemn and shy and made to feel unattractive. She did not enjoy many of the activities popular at her age. Instead, she did volunteer work helping the poor. Gradually, she overcame her low self-esteem. She met and married a handsome, young man named Franklin. They had six children during their first fourteen years of marriage.

3 Eleanor worked at a canteen during World War I serving soup and snacks to soldiers. In 1920, she joined the League of Women Voters. This group encouraged women to become involved in government. In 1927, Eleanor later worked as the vice principal and teacher in a New York school. She also wrote articles for newspapers and magazines.

4 Franklin Roosevelt was interested in politics. He became a state senator. Later he was assistant secretary of the Navy. Suddenly, Franklin was struck with polio, a crippling illness. He was concerned that his career in politics was over. However, Eleanor became her husband's helper and assistant. Since he could no longer walk, she became his legs. In 1928, Franklin was elected governor of New York. She often took his place on official visits. When he ran for President, she went on the campaign trail, shaking hands with voters. This was something no other wife had done.

5 When Franklin was elected president in 1932, the country was going through a difficult time. Many people did not have jobs and food was scarce.

6 Eleanor vowed to be "useful." She worked in 23 urban areas and visited workers in mines and factories. She traveled throughout the country. She became her husband's ears to understand what was happening. She held

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weekly press conferences and invited women reporters. Including women was another "first" for the First Lady. During World War II, she visited troops in the United States and other countries. Eleanor continued working for equal rights. Her husband was finally persuaded to appoint a woman as Secretary of Labor.

7 When she was no longer the official First Lady, Eleanor continued to work for her country. She became one of the delegates to the new United Nations. She served as a leader of the UN Commission on Human Rights. She served on many committees designed to gain equal rights in all countries. Her life was devoted to helping others throughout the world. Eleanor was a woman of courage and intelligence, daring to do what no one had done before. She was the best First Lady in the history of our country.

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## Theodore's Love of Nature

1 A child was born on October 27, 1858, in New York City. Perhaps no one at that time realized what a great asset this boy would be to the United States of America. Although the boy struggled with a respiratory condition, he would grow to possess a great deal of physical strength. He would also help to preserve those things that were important to him and important to future generations. This boy's name is Theodore Roosevelt, and he would become the 26th President of the United States of America.

2 Theodore's parents encouraged their children to be interested and curious about the world around them. However, Theodore had been born with asthma, an illness that limited his childhood activities. Because his asthma kept him indoors most of the time, Theodore read from any book that he could obtain.

3 Theodore, however, did not view his situation as a problem. Even though he enjoyed the time he was able to spend outside and developed a love of nature, he found a way to bring his love of nature inside by reading about the outside world. He enjoyed being studious and thought that he would probably study nature as an adult. Theodore made good use of his time, both inside and outside, keeping a detailed notebook of the observations he made of different insects and animals. He eventually turned a room in his home into a museum that he called "The Roosevelt Museum of Natural History." Here, Theodore would study and display various specimens of live animals.

4 One summer as Theodore's family was vacationing outside of the busy city, Theodore learned many different birdcalls. He would call out to a bird, and it would fly to him. One day, 75 swallows that were migrating through the area flew right into the Roosevelt country house.

5 Although Theodore's mind was quite active, his asthma concerned his father, who wanted his son to lead an active life. One day, Theodore's father talked privately to his son. He told young Theodore that he needed to build his body to match his mind. After that, Theodore worked hard at making his body strong. He lifted weights and watched as his body slowly became stronger.

6 As Theodore matured into a man, he combined his love of nature with his desire to keep his body physically strong. He proved to himself how strong

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he had become when he climbed Mount Marcy, the highest peak in the Adirondack mountain range in New York. Later in life, he completed another amazing physical feat when he discovered where a river called the River of Doubt in Brazil originated. Because of this discovery, the Brazilians renamed the river Rio Teodoro, after Theodore.

7 As President of the United States, Theodore's love of nature led him to contribute greatly to conservation efforts. One of his contributions included increasing the national forests by 40 million acres. He also created five national parks and several national monuments and bird shelters.

8 Theodore Roosevelt lived to be 60 years old. He lived a full and happy life by challenging himself and by being true to the causes that he knew were important for future generations.

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## The Stick Game

1 A pile of special sticks lay outside the meeting house on a small island in New Zealand. They appeared to be ordinary three-foot-long sticks. However, these were unique, made from the branches of the Pohutakawa tree. The bark was worn off in the middle of each stick.

2 After quickly completing a few household chores, the Maori children dashed out of their simple New Zealand homes. The day was hot and dry. They were dressed lightly, not bothering with shoes. Soon a small group of children gathered in the courtyard and the special sticks were no longer idle.

3 Twelve year old Ulana was the first to pick up the sticks. She grasped her two favorite sticks in the middle and held them up and down, like posts. She was a lioness exhibiting the confidence of a Maori leader. Other children followed, each choosing their own pair of sticks. They knelt in a crooked circle outside the meeting house and began to chant.

4 As they chanted, Ulana thumped her sticks on the ground, banged them together, and then threw them, upright, to the child on her right. The game continued in this way, with children banging and throwing sticks to the rhythm of the chant. When a stick was dropped, the child left the circle.

5 The older women were cooking meals over open fires as the men passed by with strings of fish. The adults watched the children's game approvingly. Children were supposed to be cheerful and carefree, and playing Ti Rakau was considered an important learning activity.

6 The stick game, or Ti Rakau, is an important traditional activity for the Maori people. They believe it teaches the children improved coordination and accuracy. The game helps them become skilled at tasks, such as hunting and building, and teaching them teamwork. Sometimes only two people play, tossing the sticks back and forth, while at other times as many as forty people participate. To be recognized as a successful Ti Rakau player is a great honor.

7 Ulana usually won because her hands were quick and agile, like the movements of a dolphin. She rarely missed a toss in her direction. Because of this success, people in the village felt that Ulana would eventually become an important leader in the village.

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8 With a voice of a canary, Ulana sang the chant loud and clear. She watched the other children as the sticks moved from one to the other. Soon, the sticks were passed to a young boy, Kimo, who dropped the sticks and left the circle.

9 Ulana knew Kimo would drop the sticks; he usually did. He was not as skilled as the other children, and he was often the first child to leave the game. Still Kimo was always eager to play again when a new game started. He had heart.

10 Ulana knew this and believed Kimo would one day prove to the others that he could win. He was her younger brother's friend, and as they played, she had observed that Kimo was kind, thoughtful, and intelligent. Now as the game ended, she was once again the last one holding the sticks but she felt little joy. "When the same person wins all the time," she thought, "victory has less meaning."

11 She looked around at the other children and said, "Let's play again." Everyone eagerly reformed a crooked circle.

12 Ulana started the chant and passed the sticks. The children eagerly joined in the game. Kimo sat to her right and even though he always lost, he was thrilled to be playing. Ulana carefully tossed the sticks to him.

13 One by one the other children dropped out. Ulana continued to pass the sticks with the greatest of care. Soon only Ulana and Kimo were left. They tossed the sticks for several turns. Then, unexpectedly, Ulana dropped her sticks and Kimo won.

14. Her younger brother spun around. "I saw you drop that stick," he whispered harshly. "Everyone knows you could have won. Why did you do that? Why did you let Kimo win?"

15 Ulana looked at the children jumping and cheering. A broad smile spread across Kimo's face. "That is why," she nodded. And this time, there was joy in victory.

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## The Mysterious Barite Rose

### *Scientists Hope to Discover How Oklahoma's Special Rock Flowers Formed*

1 Roses are such beautiful flowers. It's really too bad that their blossoms can't be cast in stone. Or perhaps they can. At least that's how some people once explained the unusual rose-shaped rocks found in Oklahoma.

2 Although fairly rare, rose rocks can be found in several places around the world. No matter where they are from, rose rocks look amazingly like a rose in full bloom. What makes those found in Oklahoma special, however, is their color. While most rose rocks appear light gray or grayish blue, the ones in Oklahoma range from dusty red to crimson. This is because of the red soil color in central Oklahoma where these rocks are most common.

3 Very little else, except what they are made of, is really known about the rose rocks. Scientists know that they are a combination of barium and sulfate, known as barite. This also makes the rose rocks different from those found in other places. The others are, instead, made of something called selenite, which gives them their lighter color.

4 Although their composition is known, many things about red rose rocks still stump scientists. One thing they are still not sure of is how they were formed. Another is why they are singular to Oklahoma.

5 Some once believed that these rocks were petrified roses. That means that they were actually roses that had turned to rock. Discovering the materials contained in the rocks, however, proved that this idea was wrong.

6 Many scientists now believe rose rocks began forming about 250 million years ago. At that time, it is thought that an ocean covered the state. The ocean water was rich in barite and as the water passed through the layer of red Garber sandstone on the ocean floor, barite crystals were formed. The crystals probably combined with the sandstone to form harder blades of rock. According to scientists, the petal-like blades clumped together into rose-shaped rocks.

7 This theory, of course, suggests that new rose rocks are no longer forming. Other scientists disagree, believing that rose rocks are still being formed. Even if the latter are correct, one thing is clear: collectors are grabbing them up faster than new ones can form. Certainly, it is hard to

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ignore the beautiful half-inch- to four-inch-wide near-perfect single roses. Especially appealing to serious collectors are the more extraordinary rose rock clusters. Some examples are several feet tall and may weigh as much as one thousand pounds.

8 Today, Oklahoma's rose rocks are becoming increasingly hard to find. Perhaps new veins remain to be discovered. While no one knows for sure, scientists still hope so. After all, those remaining in nature hold the key to the rose rock formation mystery

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***Sample Test Items by Standard***

***Oklahoma C³* Standard**:

Standard 1: Vocabulary—The student will expand vocabulary through word study, literature, and class discussion.

Use a knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

***Oklahoma C³* Objective:**

1. Words in Context—Verity the meaning of a word in its context, even when its meaning is not directly stated, through the use of definitions, restatement, example, comparison, or contrast.

**Item Specifications:**

Emphasis:

- Identify and clarify word meaning.
- Define technical and specialized terms and words with multiple meanings.
- Use process strategies including prediction, context, syntax, and structural analysis.

Stimulus Attributes:

- Test items may include phrases, sentences, and/or wording from the selection.

Content Limits:

- The selection containing the vocabulary (in the form of a word, phrase, or expression) must have sufficient clues for the reader to determine its meaning when using a variety of strategies.
- Narrative, expository, and functional texts are used.

Format:

- Items require the student to identify the meaning of specific technical and specialized terms using word analysis strategies including context clues, definition, restatement, example, and comparison/contrast.
- To provide context, questions may direct the student to the appropriate part of the text.

Distractor Domain:

- Incorrect answer choices (distractors) are plausible yet inaccurate meanings of the tested word or phrase.
- Distractors may be based on the use of a word or words that sound or look like the vocabulary word, but do not have the same meaning.

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*Oklahoma C*$^3$ 1.1 Sample Test Items:

Depth of Knowledge: 2
Correct Answer: B

**From "Theodore's Love of Nature"**

**In paragraph 1, what does asset mean?**

**A** ally
**B** benefit
**C** counsel
**D** example

Depth of Knowledge: 2
Correct Answer: C

**From "Theodore's Love of Nature"**

**A word that means the same as specimens in paragraph 3 is**

**A** stories.
**B** families.
**C** examples.
**D** categories.

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Depth of Knowledge: 2
Correct Answer: B

**From "Mysterious Barite Rose"**

**What is the best definition of the word petrified as it is used in paragraph 5?**

**A** erupted

**B** hardened

**C** sharpened

**D** strengthened

Depth of Knowledge: 2
Correct Answer: B

**From "The Stick Game"**

**In paragraph 7, what does agile mean?**

**A** healthy

**B** nimble

**C** pretty

**D** large

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***Oklahoma C³* Standard**:

Standard 1: Vocabulary—The student will expand vocabulary through word study, literature, and class discussion.

Use a knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

***Oklahoma C³* Objective:**

2. Word Origins

   a. Identify the origins and meanings of foreign words frequently used in English and use these words accurately in speaking and writing.
      Example: Understand and use in speaking and writing foreign words that are often used in English such as *lasagne* (Italian), *sauerkraut* (German), and *déjà vu* (French).

   b. Use knowledge of Greek and Latin word parts and roots to determine the meaning of subject area vocabulary.
      Example: Analyze the roots, prefixes, and suffixes of subject area words such as *telescope*, *geography*, and *quadrant*.

**Item Specifications:**

Emphasis:

- Recognize word origins.

Stimulus Attributes:

- Test items may include simulated dictionary entries, phrases, sentences, and/or wording from the selection.

Content Limits:

- The selection containing the vocabulary (in the form of a word, phrase, or expression) must have sufficient context clues for the reader to determine its meaning.
- Narrative and expository texts are used.

Format:

- Items require students to recognize use of familiar or frequently used foreign words or word parts to assess word origins.
- Items require the student to identify the origin or meaning of the word from context clues and constructed meaning.

Distractor Domain:

- Incorrect answer choices (distractors) are plausible yet incorrect meanings of the tested word or phrase based on the use of the word or words that sound or look like the vocabulary word but do not have the same meaning.

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*Oklahoma C*[3] 1.2a Sample Test Items:

Depth of Knowledge: 2
Correct Answer: B

**Which word has a Spanish origin?**

**A** garage
**B** lasso
**C** roof
**D** hat

Depth of Knowledge: 2
Correct Answer: C

**Which word has a French origin?**

**A** civil
**B** athlete
**C** collage
**D** politics

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Depth of Knowledge: 2
Correct Answer: A

**Which word in the English language was <u>most likely</u> influenced by Mexican inspired cuisine?**

**A** chipotle

**B** parsley

**C** onion

**D** kiwi

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*Oklahoma C*[3] 1.2b Sample Test Items:

Depth of Knowledge: 2
Correct Answer: D

**From "City Birds"**

**In words like scientist and biologist, what does the suffix "ist" mean?**

**A** a study of

**B** a place for

**C** a skill or art

**D** a person who

Depth of Knowledge: 2
Correct Answer: B

**From "Theodore's Love of Nature"**

**In paragraph 3, the author described Roosevelt as studious, which means that he**

**A** liked studying indoors.

**B** was devoted to studying.

**C** was capable of studying.

**D** preferred studying alone.

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Depth of Knowledge: 2
Correct Answer: D

## From "The Mysterious Barite Rose"

**In paragraph 7, the Latin prefix "extra" in the word "extraordinary" means**

**A** within.

**B** toward.

**C** around.

**D** beyond.

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***Oklahoma C³* Standard**:

Standard 1: Vocabulary—The student will expand vocabulary through word study, literature, and class discussion.

Use a knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

***Oklahoma C³* Objective:**

3. Idioms and Comparisons—Identify and explain idioms and comparisons, such asanalogies, metaphors, and similes, to infer the literal and figurative meanings of phrases.

   a. Idioms: expressions that cannot be understood just by knowing the meanings of the words in the expression, such as *the apple of his eye* or *beat around the bush*

   b. Analogies: comparisons of the similar aspects of two different things

   c. Metaphors: implies comparisons, such as, *The streetlight was my security guard*

   d. Similes: comparisons that use like or as, such as A gentle summer breeze feels like a soft cotton sheet

**Item Specifications:**

Emphasis:

- Construct meaning from idioms and comparisons.
- Understand author's technique (e.g., idiom, analogies, metaphors, and similes).

Stimulus Attributes:

- Test items may include phrases, sentences, and/or wording from the selection.

Content Limits:

- Narrative and expository texts containing figurative language are used.

Format:

- Items require the student to show an understanding of the author's technique by selecting the option that best conveys the intended meaning of the target word or phrase based on the context; the question directs the student to the appropriate part of the text.

Distractor Domain:

- Incorrect answer choices (distractors) are plausible but illogical or literal interpretations based on the context.

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*Oklahoma C*[3] 1.3a Sample Test Items:

Depth of Knowledge: 2
Correct Answer: B

**From "Camping in the Cold"**

**In line 12, what does the idiom "like a pro" mean?**

**A** to play a sport often

**B** to do something well

**C** to be in favor of a plan

**D** to be in a positive mood

Depth of Knowledge: 2
Correct Answer: C

**From "The Stick Game"**

**Which of the following from the passage contains an idiom?**

**A** The day was hot and dry.

**B** . . . Ti Rakau player is a great honor.

**C** He had heart.

**D** . . . he was thrilled to be playing.

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Depth of Knowledge: 3
Correct Answer: D

**From "The First Lady of the World"**

**Read the following from the passage.**

> **. . . she became his legs.**
> **She became her husband's ears. . .**

**By using these idioms, the author is saying that Eleanor**

**A** helped her husband to walk and listen.

**B** tried to hide her husband's ailments from the public.

**C** worked as a nurse to cure her husband's ailing legs and ears.

**D** visited places and listened to concerns when her husband was unable to.

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*Oklahoma C*[3] 1.3b Sample Test Items:

Depth of Knowledge: 2
Correct Answer: D

**From "Camping in the Cold"**

**Using the relationship expressed in the last lines of the poem, complete the following analogy.**

**Lullaby is to sleep as alarm is to**

**A** fire.

**B** time.

**C** dream.

**D** awaken.

Depth of Knowledge: 2
Correct Answer: A

**From "Camping in the Cold"**

**Using the relationship expressed in line 12 of the poem, complete the following analogy.**

**Forest is to hiking as pool is to**

**A** swimming.

**B** camping.

**C** summer.

**D** water.

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Depth of Knowledge: 2
Correct Answer: B

**From "Just Like Practice"**

**Using a word from paragraph 8, complete the analogy.**

**Toss is to throw, as raced is to**

**A** intercepted.
**B** streaked.
**C** kicked.
**D** sailed.

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*Oklahoma C*[3] 1.3c Sample Test Items:

Depth of Knowledge: 1
Correct Answer: D

**From "The Stick Game"**

**She was a lioness exhibiting the confidence of a Maori leader.**

**The sentence above is an example of which literary device?**

**A** a simile
**B** an idiom
**C** an analogy
**D** a metaphor

Depth of Knowledge: 1
Correct Answer: C

**From "Camping in the Cold"**

**Which literary device is present in line 32 of the poem?**

**A** idiom
**B** simile
**C** metaphor
**D** personification

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Depth of Knowledge: 3
Correct Answer: C

**From "City Birds"**

**Read the sentence from paragraph 8.**

> **. . . amongst the mountains of glass and steel and the valleys of asphalt they will call home.**

**The author uses the above wording in order to**

**A** help readers imagine a picture of the city in their minds.

**B** show readers the problems between people in the city and birds.

**C** compare places in the city to the usual habitat of the birds in nature.

**D** explain that the birds have no places to explore in their city habitats.

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*Oklahoma C*[3] 1.3d Sample Test Items:

Depth of Knowledge: 1
Correct Answer: D

**From "Camping in the Cold"**

**Lines 23, 28, and 30 each contain an example of what literary device?**

**A** personification

**B** alliteration

**C** symbolism

**D** simile

Depth of Knowledge: 1
Correct Answer: D

**From "The Stick Game"**

**With a voice of a canary, Ulana sang the chant loud and clear.**

**This sentence contains an example of which literary device?**

**A** personification

**B** onomatopoeia

**C** symbolism

**D** metaphor

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Depth of Knowledge: 3
Correct Answer: B

**From "Just Like Practice"**

**Read the sentence from paragraph 1.**

> **. . . her heart began pounding like the hooves of stampeding horses.**

**What does the above simile mean?**

**A** Her heart is similar to a horse.

**B** Her heartbeat seems fast and loud.

**C** Her heartbeat becomes steady and strong.

**D** Her heart seems to be trampled on by horses.

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***Oklahoma C³* Standard**:

Standard 3: Comprehension—The student will interact with the words and concepts in a text to construct an appropriate meaning.

Read and understand grade-level-appropriate material. Describe and connect the essential ideas, arguments, and perspectives of the text by using a knowledge of text structure, organization, and purpose. At Grade 7, in addition to regular classroom reading, read a variety of grade-level-appropriate narrative (story) and expository (informational and technical) texts, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information.

***Oklahoma C³* Objective:**

1. Literal Understanding

   a. Apply prereading strategies when reading both fiction and nonfiction that is appropriately designed for grade level.

      Determine the purpose for reading such as to be informed, entertained, or persuaded.

      Preview the material and use prior knowledge to make connections between text and personal experience.

**Item Specifications:**

Emphasis:

- Determine the purpose for reading text.
- Use preview material and prior knowledge to make connections with text.

Stimulus Attributes:

- Test items may include phrases, sentences, and/or wording from the selection.

Content Limits:

- The reading selection must allow the reader to determine the purpose of the reading passage in order to determine the selection's meaning.
- The stimulus must permit the reader to use prereading strategies to select the best response; the stimulus should contain a graphic similar to a book cover or book jacket, a short teaser or "book blurb," and a title.
- Narrative, expository, and functional texts are used.

Format:

- Items require students to determine the purpose of the selection in order to understand the overall meaning of the passage.
- Items require students to use graphic stimuli as well as brief summaries or commentaries to predict the likely content of the text.
- Students may be required to recognize specific knowledge or information needed to understand the text.

Distractor Domain:

- Incorrect answer choices (distractors) are plausible, yet unrelated to the true purpose of the selection.
- Distractors are illogical conclusions that could be drawn from the preview material.

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*Oklahoma C*[3] 3.1a Sample Test Items:

Depth of Knowledge: 2
Correct Answer: B

**From "The Mysterious Barite Rose"**

**The Mysterious Barite Rose**

***Scientists Hope to Discover How Oklahoma's Special Rock Flowers Formed***

**Based on the title and subtitle, the student can tell this passage is about**

**A** the popularity of things discovered in Oklahoma.

**B** the origin of something unique to Oklahoma.

**C** the artificial flower business in Oklahoma.

**D** the work of scientists in Oklahoma.

Depth of Knowledge: 2
Correct Answer: B

**From "Camping in the Cold"**

**What is the main purpose for reading "Camping in the Cold"?**

**A** to be informed about how to camp safely

**B** to be entertained with a camping narrative

**C** to be persuaded that camping is exhausting

**D** to be informed about a local winter campground

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Depth of Knowledge: 2
Correct Answer: D

**From "City Birds"**

**What is the <u>main</u> purpose for reading "City Birds"?**

**A** to be entertained by a story about falcons

**B** to be persuaded to help falcons in New York City

**C** to be informed about the natural habitats of falcons

**D** to be informed about how falcons survive in New York City

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***Oklahoma C³* Standard**:

Standard 3: Comprehension—The student will interact with the words and concepts in a text to construct an appropriate meaning.

Read and understand grade-level-appropriate material. Describe and connect the essential ideas, arguments, and perspectives of the text by using a knowledge of text structure, organization, and purpose. At Grade 7, in addition to regular classroom reading, read a variety of grade-level-appropriate narrative (story) and expository (informational and technical) texts, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information.

***Oklahoma C³* Objective:**

1. Literal Understanding

   b. Recognize transition words to guide understanding of the text (e.g., as a result, first of all, furthermore).

   c. Show understanding by asking questions and supporting answers with literal information from text.

**Item Specifications:**

Emphasis:

- Comprehend fiction and nonfiction texts at grade level.
- Explain (restate) material from the passage.

Stimulus Attributes:

- Test items may include phrases, sentences, and/or wording from the selection.

Content Limits:

- Use verbatim or close wording to that found in the reading selections.
- Narrative and expository texts are used.

Format:

- Items require students to demonstrate literal understanding of phrases, sentences, and/or wording from the selection.

Distractor Domain:

- Incorrect answer choices (distractors) may reflect incorrect literal understanding of phrases, sentences, and/or wording found in the selection.

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*Oklahoma C*[3] 3.1b Sample Test Items:

Depth of Knowledge: 1
Correct Answer: A

**From "The Mysterious Barite Rose"**

**Which word in paragraph 4 connects opposite ideas?**

**A** although
**B** many
**C** still
**D** another

Depth of Knowledge: 1
Correct Answer: C

**From "City Birds"**

**Which word from paragraph 7 connects sequences of time?**

**A** regular
**B** during
**C** then
**D** many

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Depth of Knowledge: 1
Correct Answer: A

**From "Theodore's Love of Nature"**

**Which word in paragraph 3 connects contrasting ideas?**

**A** however

**B** even

**C** probably

**D** eventually

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*Oklahoma C*$^3$ 3.1c Sample Test Items:

Depth of Knowledge: 2
Correct Answer: B

**From "The Mysterious Barite Rose"**

**Which question is answered in paragraph 2?**

**A** How did the rose rocks form?

**B** What color are the rose rocks?

**C** Why are rose rocks hard to find?

**D** How do collectors like rose rocks?

Depth of Knowledge: 2
Correct Answer: B

**From "City Birds"**

**Which question is answered in paragraph 3?**

**A** How do the citizens of a city help scientists?

**B** Why was the number of peregrine falcons decreasing?

**C** What did scientists replace the harmful chemical with?

**D** How do scientists teach peregrine falcons to survive in a city?

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Depth of Knowledge: 2
Correct Answer: A

**From "Just Like Practice"**

**Which sentence from the passage supports the idea that Connie fears playing in games?**

**A** She glanced at her friend's swollen ankle, hoping for a miracle.

**B** Connie had already played her usual few minutes in the first half.

**C** In fact, some people thought she was better than Julia, the team's star player.

**D** Without thinking, Connie knew what to do.

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***Oklahoma C³* Standard**:

Standard 3: Comprehension—The student will interact with the words and concepts in a text to construct an appropriate meaning.

Read and understand grade-level-appropriate material. Describe and connect the essential ideas, arguments, and perspectives of the text by using a knowledge of text structure, organization, and purpose. At Grade 7, in addition to regular classroom reading, read a variety of grade-level-appropriate narrative (story) and expository (informational and technical) texts, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information.

***Oklahoma C³* Objective:**

2. Inference and Interpretation

   a. Make inferences and draw conclusions with evidence drawn from the text and/or student experiences.

   b. Make inferences supported by a character's thoughts, words, and actions or the narrator's description.

**Item Specifications:**

Emphasis:

- Make inferences and draw conclusions.

Content Limits:

- Narrative and expository texts are used.
- The selection must contain sufficient clues of a significant idea that is not directly stated that allows for an inference or a conclusion to be made.

Stimulus Attributes:

- Test items may include phrases, sentences, and/or wording from the selection.

Format:

- Items require the student to use key concepts, make logical connections between these concepts, and arrive at a plausible conclusion based on that evidence.

Distractor Domain:

- Incorrect answer choices (distractors) are illogical or unsubstantiated inferences or conclusions or explicit information from the text that does not answer the question.

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*Oklahoma C*[3] 3.2a Sample Test Items:

Depth of Knowledge: 2
Correct Answer: C

**From "Theodore's Love of Nature"**

**The reader can conclude that Roosevelt**

**A** dreamed as a child of becoming president.

**B** was best known for his many outdoor adventures.

**C** was determined to overcome his physical limitations.

**D** believed personal experience was better than reading a book.

Depth of Knowledge: 2
Correct Answer: C

**From "Just Like Practice"**

**What will probably happen at the end of this passage?**

**A** Julia will ask the coach if Connie can be lead player now.

**B** Connie's old fears will resurface and keep her from scoring.

**C** Connie will be determined to do well and will score another goal.

**D** Julia's ankle will get better, so she and Connie will both play in the game.

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Depth of Knowledge: 2
Correct Answer: A

**From "The Mysterious Barite Rose"**

**Why did scientists decide that the rocks had never been real roses?**

**A** The rocks' mineral composition was different.

**B** The rocks' crystals were formed on the ocean floor.

**C** They realized that the rocks were the wrong color and weight.

**D** They discovered that the rock clusters were too big for real flowers.

Depth of Knowledge: 2
Correct Answer: D

**From "Camping in the Cold"**

**Which line <u>best</u> supports the conclusion that the narrator will enjoy the next day?**

**A** As warmth steals through my body

**B** Part of nature in its barren beauty.

**C** Tomorrow we will fish and rock climb

**D** Tomorrow my smile will be a real one.

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*Oklahoma C*[3] 3.2b Sample Test Items:

Depth of Knowledge: 2
Correct Answer: D

**From "Camping in the Cold"**

**Which lines best reveal a change in the narrator?**

**A** lines 15-18
**B** lines 26-29
**C** lines 33-36
**D** lines 37-40

Depth of Knowledge: 2
Correct Answer: A

**From "The First Lady of the World"**

**Based on Eleanor's character traits, all are true except**

**A** Eleanor stayed home and took care of the house.
**B** Eleanor was influenced by her grandmother.
**C** Eleanor was eager to help others in need.
**D** Eleanor enjoyed meeting new people.

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Depth of Knowledge: 3
Correct Answer: D

**From "The Stick Game"**

**What is true about Ulana based on her actions in the second game?**

**A** She wants to be the center of attention.

**B** She thinks the stick game is unchallenging.

**C** She wins the stick game to get approval from the adults.

**D** She believes encouraging others is more important than always winning.

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***Oklahoma C³* Standard**:

Standard 3: Comprehension—The student will interact with the words and concepts in a text to construct an appropriate meaning.

Read and understand grade-level-appropriate material. Describe and connect the essential ideas, arguments, and perspectives of the text by using a knowledge of text structure, organization, and purpose. At Grade 7, in addition to regular classroom reading, read a variety of grade-level-appropriate narrative (story) and expository (informational and technical) texts, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information.

***Oklahoma C³* Objective:**

3. Summary and Generalization

   a. Summarize the main idea and how it is supported with specific details.

   b. Recall major points in the text and make and revise predictions.

**Item Specifications:**

Emphasis:

- Determine the main idea of selections.
- Distinguish relevant versus irrelevant information.

Identify supporting details.

Stimulus Attributes:

- Test items may include phrases, sentences, and/or wording from the selection.

Content Limits:

- The selection must contain a clear main idea/key concept (stated or implied).
- The selection must contain a main idea/key concept that is supported by details.
- Narrative and expository texts are used.

Format:

- Items require students to determine the main idea using information from the selection that is clearly supported by the significant details included in the selection.
- Given a selection and a statement of the key concept(s) or main idea, the student is asked to select the relevant detail(s) that support or define the idea, issue, or problem.

Distractor Domain:

- Incorrect answer choices (distractors) paraphrase from text that does not represent key concepts or paraphrase based on implied information that does not represent key concepts or minor details from the text.
- Distractors for items in which the correct answer is a relevant supporting detail include details that are irrelevant to the key concept or main idea and/or information that is related to the key concept, but not included in the text.
- Distractors for items in which the correct answer requires the identification of irrelevant information include details that are relevant to the given key concept.

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*Oklahoma C*$^3$ 3.3a Sample Test Items:

Depth of Knowledge: 2
Correct Answer: D

**From "The Mysterious Barite Rose"**

**What is the main idea of the passage?**

**A** Rose rocks are hard to find.

**B** Rose rocks look just like real roses.

**C** Collectors are amazed by the discovery of huge rose rocks.

**D** Scientists are hoping to discover how rose rocks are formed.

Depth of Knowledge: 2
Correct Answer: C

**From "Camping in the Cold"**

**"Camping in the Cold" is mainly about someone who**

**A** likes to eat unhealthy foods.

**B** prefers to spend time reading.

**C** learns to appreciate the forest.

**D** wishes to be in a warmer climate.

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Depth of Knowledge: 2
Correct Answer: A

**From "Theodore's Love of Nature"**

**Which sentence is the <u>best</u> summary of this passage?**

**A** Theodore lived a full and happy life by challenging himself and contributing to efforts that helped future generations.

**B** Theodore Roosevelt grew up and became one of the presidents of the United States of America.

**C** Theodore learned much about the world around him by reading every book he could get.

**D** Theodore combined his love of nature with his desire to keep his body strong.

Depth of Knowledge: 2
Correct Answer: B

**From "The Stick Game"**

**Which title would also fit this passage?**

**A** "The Maori Tribe"

**B** "Victory for Ulana"

**C** "Games Children Play"

**D** "Ulana and Her Brother"

Depth of Knowledge: 2
Correct Answer: A

**From "Theodore's Love of Nature"**

**Which detail supports the main idea of this passage?**

**A** noting that Theodore Roosevelt supported conservation efforts

**B** including that Theodore Roosevelt was the 26th president

**C** stating that Theodore Roosevelt learned various birdcalls

**D** mentioning that Theodore Roosevelt enjoyed reading

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*Oklahoma C*[3] 3.3b Sample Test Items:

Depth of Knowledge: 2
Correct Answer: A

**From "The Stick Game"**

**The stick game helps Maori children**

**A** improve their coordination.

**B** practice being a village leader.

**C** learn traditional songs and chants.

**D** demonstrate their skill and intelligence.

Depth of Knowledge: 2
Correct Answer: A

**From "The Stick Game"**

**Which prediction is proven incorrect by the end of the passage?**

**A** Ulana will never lose at the stick game.

**B** Ulana will let Kimo win at the stick game.

**C** Kimo will be happy if he wins at the stick game.

**D** Kimo will continue to play the stick game with Ulana.

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Depth of Knowledge: 2
Correct Answer: C

**From "The First Lady of the World"**

**Which major cause did Eleanor fight for during her time as First Lady?**

**A** school improvement

**B** job security for workers

**C** more opportunities for women

**D** encouragement of volunteerism

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***Oklahoma C³* Standard**:

Standard 3: Comprehension—The student will interact with the words and concepts in a text to construct an appropriate meaning.

Read and understand grade-level-appropriate material. Describe and connect the essential ideas, arguments, and perspectives of the text by using a knowledge of text structure, organization, and purpose. At Grade 7, in addition to regular classroom reading, read a variety of grade-level-appropriate narrative (story) and expository (informational and technical) texts, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information.

***Oklahoma C³* Objective:**

3. Summary and Generalization

   c. Recognize the importance and relevance of details on the development of the plot.

   d. Support reasonable statements by reference to relevant aspects of text and examples.

**Item Specifications:**

Emphasis:

- Understand the importance of details as they relate to the development of the plot.
- Relate ideas by making conclusions based on evidence in the text.

Stimulus Attributes:

- Test items may include phrases, sentences, and/or wording from the selection.

Content Limits:

- Narrative and informational texts are used.
- The selection must be substantive enough to allow for the type of summary called for in the item.

Format:

- Given an incomplete outline, web, cluster, concept map, or graphic organizer, the student selects relevant key concept details to complete the summary.
- Items require the student to identify the word or sentence, facts, ideas, or characteristics that are the most or least important to a summary of the selection.

Distractor Domain:

- Incorrect answer choices (distractors) include extraneous or irrelevant information from the text, irrelevant information implicit in the text, or focus on minor details.

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*Oklahoma C*[3] 3.3c Sample Test Items:

Depth of Knowledge: 2
Correct Answer: D

**From "Just Like Practice"**

**Which detail helps establish the conflict of the passage?**

**A** Connie could hardly wait for the tiebreaker to begin.

**B** Connie had already played a few minutes in the first half.

**C** Some people thought Connie was a better player than her friend.

**D** Things seemed to go wrong whenever Connie got near the ball in a real game.

Depth of Knowledge: 2
Correct Answer: D

**From "The Stick Game"**

**Which detail reveals the climax of the plot?**

**A** Still Kimo was always eager to play again when a new game started.

**B** Everyone eagerly reformed a crooked circle.

**C** Kimo sat to her right and even though he always lost, he was thrilled to be playing.

**D** Then, unexpectedly, Ulana dropped her sticks and Kimo won.

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Depth of Knowledge: 2
Correct Answer: C

**From "The Stick Game"**

**Which detail confirms the importance of the game Ti Rakau?**

**A** Soon a small group of children gathered in the courtyard and the special sticks were no longer idle.

**B** They knelt in a crooked circle outside the meeting house and began to chant.

**C** The game helps them become skilled at tasks, such as hunting and building, and teaching them teamwork.

**D** Sometimes only two people play, tossing the sticks back and forth, while at other times as many as forty people participate.

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*Oklahoma C*[3] 3.3d Sample Test Items:

Depth of Knowledge: 2
Correct Answer: A

**From "Theodore's Love of Nature"**

**The details in this passage support the idea that Roosevelt**

**A** cared deeply about the environment.
**B** remained in poor health his entire life.
**C** was not able to attend school as a child.
**D** was not allowed to go on family vacations.

Depth of Knowledge: 2
Correct Answer: D

**From "The Mysterious Barite Rose"**

**Scientists now believe that the rose rocks were formed when**

**A** different shaped rock stuck together in clusters.
**B** small rocks became trapped in the red soil.
**C** real flowers turned into petrified rock.
**D** ocean water passed through sandstone.

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Depth of Knowledge: 2
Correct Answer: B

**From "The Mysterious Barite Rose"**

**What is one <u>main</u> reason the barite rose rocks from Oklahoma are hard to find?**

**A** The rocks crumble easily.

**B** Many people are collecting them.

**C** They were destroyed when cities were built.

**D** Scientists have used them for experimentation.

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***Oklahoma C³* Standard**:

Standard 3: Comprehension—The student will interact with the words and concepts in a text to construct an appropriate meaning.

Read and understand grade-level-appropriate material. Describe and connect the essential ideas, arguments, and perspectives of the text by using a knowledge of text structure, organization, and purpose. At Grade 7, in addition to regular classroom reading, read a variety of grade-level-appropriate narrative (story) and expository (informational and technical) texts, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information.

***Oklahoma C³* Objective:**

4. Analysis and Evaluation

   a. Compare and contrast points of view, such as first person, third person, limited and omniscient, and explain their effect on the overall theme of a literary work.

**Item Specifications:**

Emphasis:

- Compare and contrast points of view and their effect on the theme.

Stimulus Attributes:

- Test items may include phrases, sentences, and/or wording from the selection.

Content Limits:

- The reading selection is at grade level and has age-appropriate content.
- The reading selection must have the literary elements that students are expected to identify.
- Narrative texts that contain clear literary elements (plot, subplot, climax, and conflicts) are used.

Format:

- Items focus on use of story structures and literary elements.

Distractor Domain:

- Incorrect answer choices (distractors) may be illogical or unsubstantiated examples that may give explicit information from the text that does not answer the question, or may show confusion of the plot.

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*Oklahoma C*[3] 3.4a Sample Test Items:

Depth of Knowledge: 2
Correct Answer: C

**From "The Stick Game"**

**Which sentence best describes how point of view is used in the passage?**

**A** The narrator's role is a character in the story.

**B** The narrator knows everything about all characters.

**C** The narrator's knowledge is limited to one character.

**D** The narrator reveals only actions and dialogue of characters.

Depth of Knowledge: 3
Correct Answer: C

**From "Just Like Practice"**

**The point of view of this passage helps the reader understand**

**A** why Connie's coach insists on putting her into games.

**B** how Connie's skills compare to those of her teammates.

**C** how Connie's lack of confidence affects her performance.

**D** what Connie's friends think of her mistakes during games.

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Depth of Knowledge: 3
Correct Answer: D

**From "Camping in the Cold"**

**Why is first person point of view important to this poem?**

**A** The parents are shown only through the eyes of the narrator.

**B** The parents have an unexplained conflict with the narrator.

**C** The narrator's descriptions of nature are left unclear.

**D** The narrator's emotions are more clearly shown.

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***Oklahoma C³* Standard**:

Standard 3: Comprehension—The student will interact with the words and concepts in a text to construct an appropriate meaning.

Read and understand grade-level-appropriate material. Describe and connect the essential ideas, arguments, and perspectives of the text by using a knowledge of text structure, organization, and purpose. At Grade 7, in addition to regular classroom reading, read a variety of grade-level-appropriate narrative (story) and expository (informational and technical) texts, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information.

***Oklahoma C³* Objective:**

4. Analysis and Evaluation

   b. Evaluate events that advance the plot of a literary work and how those events relate to past, present, or future actions.

**Item Specifications:**

Emphasis:

- Identify relationships (e.g., problem/solution and/or events relating to actions).

Stimulus Attributes:

- Test items may include phrases, sentences, and/or wording from the selection.

Content Limits:

- Narrative and expository texts are used.
- The selection must contain sufficient information for the reader to interpret and analyze relationships among elements such as characters, settings, or events.

Format:

- Items assess key concepts, both stated and implied.
- Items that assess problem/solution require the student to identify either a problem or an actual or plausible solution explicitly stated in the text or that can logically be inferred from the text.

Distractor Domain:

- Incorrect answer choices (distractors) are logical problems or solutions based on literal information or information implied in the text.

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*Oklahoma C*[3] 3.4b Sample Test Items:

Depth of Knowledge: 2
Correct Answer: B

**From "Just Like Practice"**

**Which detail provides the best clue about what will happen later in the passage?**

**A** Connie had already played a few minutes in the first half.

**B** In practice, Connie could score from either side of the goal.

**C** The eyes of her teammates seemed to say, "Same old Connie."

**D** Connie's teammate intercepted a pass and streaked down the field.

Depth of Knowledge: 2
Correct Answer: C

**From "The Stick Game"**

**Which detail from the passage shows that Ulana has played the stick game many times?**

**A** She sings the chant loud and clear.

**B** She is the first to pick up the sticks.

**C** She has two sticks that are her favorite.

**D** She thumps her sticks on the ground as they chant.

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Depth of Knowledge: 3
Correct Answer: B

**From "Just Like Practice"**

**The author includes the details in paragraph 7**

**A** to support the central theme of the passage.

**B** to establish the conflict of the main character.

**C** to describe the resolution of the central conflict.

**D** to describe the setting where the story takes place.

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***Oklahoma C³* Objective:**

4. Analysis and Evaluation

   c. Analyze character traits, conflicts, motivations, points of view, and changes that occur within the story and discuss the importance to the plot or theme.

   d. Evaluate the accuracy or appropriateness of the evidence used by the author to support claims and assertions.

**Item Specifications:**

Emphasis:

- Recognize relationships including character traits, motivations, conflicts, theme, and appropriate evidence or detail.

Stimulus Attributes:

- Test items may include phrases, sentences, and/or wording from the selection.

Content Limits:

- Narrative and expository texts are used.
- The selection must contain sufficient information for the reader to interpret and analyze relationships among elements such as characters, settings, or events.

Format:

- Items that assess sequential order require the student to use author's cues for sequencing events and actions.
- Items assess key concepts, both stated and implied.
- Items that assess cause/effect require the student to recognize what precipitated a given event or action.

Distractor Domain:

- Incorrect answer choices (distractors) are logical causes or sequences based on literal information or information implied in the text.

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*Oklahoma C*[3] 3.4c Sample Test Items:

Depth of Knowledge: 2
Correct Answer: C

**From "The Stick Game"**

**Which sentence from the passage best represents the main conflict?**

**A** As they chanted, Ulana thumped her sticks on the ground, banged them together, and then threw them, upright, to the child on her right.

**B** Sometimes only two people play, tossing the sticks back and forth, while at other times as many as forty people participate.

**C** "When the same person wins all the time," she thought, "victory has less meaning."

**D** "Everyone knows you could have won."

Depth of Knowledge: 2
Correct Answer: B

**From "The Stick Game"**

**Ulana can best be described as**

**A** bossy.

**B** unselfish.

**C** aggressive.

**D** hardworking.

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Depth of Knowledge: 2
Correct Answer: B

**From "Just Like Practice"**

**What does the last sentence in the passage reveal about Connie?**

**A** her dread of playing

**B** her change in attitude

**C** her concern for a friend

**D** her opinion of the coach

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*Oklahoma C*[3] 3.4d Sample Test Items:

Depth of Knowledge: 2
Correct Answer: A

**From "The Mysterious Barite Rose"**

**What type of details are used to support the main idea in paragraph 5?**

**A** facts

**B** analogies

**C** examples

**D** quotations

Depth of Knowledge: 2
Correct Answer: D

**From "Theodore's Love of Nature"**

**Which information hints that Roosevelt would support conservation efforts during his presidency?**

**A** He lifted weights to make his body strong.

**B** He discovered where a Brazilian river originated.

**C** He spent much time in his childhood reading books.

**D** He turned a room into his own natural history museum.

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Depth of Knowledge: 3
Correct Answer: B

**From "Just Like Practice"**

**How does the author <u>mainly</u> show that Connie performs below her abilities during games?**

**A** through the thoughts she has while playing in the game

**B** by comparing her skills at practice to her behavior in a game

**C** through the dialogue she has with her teammates on the field

**D** by revealing her reaction to the injury of a friend during the game

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***Oklahoma C³* Standard**:

Standard 3: Comprehension—The student will interact with the words and concepts in a text to construct an appropriate meaning.

Read and understand grade-level-appropriate material. Describe and connect the essential ideas, arguments, and perspectives of the text by using a knowledge of text structure, organization, and purpose. At Grade 7, in addition to regular classroom reading, read a variety of grade-level-appropriate narrative (story) and expository (informational and technical) texts, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information.

***Oklahoma C³* Objective:**

4. Analysis and Evaluation

   e. Distinguish between stated fact, reasoned judgment, and opinion in text.

**Item Specifications:**

Emphasis:

- Distinguish fact, reasoned judgment, and opinion as related to the text.

Stimulus Attributes:

- Test items may include phrases, sentences, and/or wording from the selection.

Content Limits:

- The selection must contain sufficient clues for the reader to distinguish between fact, reasoned judgment, or opinion.
- Narrative and expository texts are used.

Format:

- Items clearly state the requirement that students use evidence from the text to determine if a statement is a fact, reasoned judgment, or an opinion.

Distractor Domain:

- Incorrect answer choices (distractors) are plausible yet illogical or unsubstantiated facts, reasoned judgments, or opinions that are not supported by the text nor answer the question.

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*Oklahoma C*[3] 3.4e Sample Test Items:

Depth of Knowledge: 2
Correct Answer: B

**From "The Mysterious Barite Rose"**

**Which detail from the passage is an opinion?**

**A** They are made of selenite, which creates their light color.
**B** It is hard to ignore the beautiful, near perfect single roses.
**C** Oklahoma's roses range in color from dusty red to crimson.
**D** As water passed through sandstone, barite crystals were formed.

Depth of Knowledge: 2
Correct Answer: A

**From "First Lady of the World"**

**Which detail from this passage is a fact?**

**A** Eleanor Roosevelt had six children.
**B** Eleanor's grandmother was very strict.
**C** Eleanor's husband was very handsome.
**D** Eleanor Roosevelt was energetic and enthusiastic.

Depth of Knowledge: 2
Correct Answer: D

**From "First Lady of the World"**

**Which statement from the passage is an opinion?**

**A** Eleanor was born in New York City . . .
**B** Eleanor worked at a canteen during World War I . . .
**C** She became one of the delegates to the new United Nations.
**D** She was the best First Lady in the history of our country.

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***Oklahoma C³* Standard**:

Standard 4: Literature—The student will read, construct meaning, and respond to a wide variety of literary forms.

Read and respond to grade-level-appropriate historically or culturally significant works of literature that reflect and enhance a study of history and social science. Clarify the ideas and connect them to other literary works.

***Oklahoma C³* Objective:**

1. Literary Genres—Demonstrate a knowledge of and an appreciation for various forms of literature.

   a. Analyze the characteristics of genres, including short story, novel, drama, poetry, and nonfiction.

**Item Specifications:**

Emphasis:

- Understand characteristics of various literary forms.

Stimulus Attributes:

- Test items may include phrases, sentences, wording from the selection.

Content Limits:

- The selection must contain sufficient information for the reader to identify and analyze the characteristics of a variety of genres.
- Selections include short story, novel, drama, lyric poetry, nonfiction, historical fiction, or informational texts.

Format:

- Items require students to analyze the characteristics of certain literary forms as portrayed in the selection presented.

Distractor Domain:

- Incorrect answer choices (distractors) present illogical or unsubstantiated information related to the text or forms of literature other than that of the selection being used.

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*Oklahoma C*[3] 4.1a Sample Test Items:

Depth of Knowledge: 2
Correct Answer: B

**From "Camping in the Cold"**

**The reader can tell that "Camping in the Cold" is a poem because it**

**A** tells a story.

**B** uses stanzas.

**C** is rather short.

**D** uses punctuation.

Depth of Knowledge: 2
Correct Answer: B

**From "Theodore's Love of Nature"**

**The reader can tell that "Theodore's Love of Nature" is an essay rather than a short story because it**

**A** explains steps in a process.

**B** presents facts about a subject.

**C** places a central character in conflict.

**D** uses evidence to construct an argument.

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Depth of Knowledge: 2
Correct Answer: B

**From "The Stick Game"**

**Which characteristic of the passage makes it a short story rather than an essay?**

**A** It contains figurative language.

**B** It presents a conflict within a plot.

**C** It contains information about a foreign land.

**D** It presents facts that are supported with evidence.

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***Oklahoma C³* Standard**:

Standard 4: Literature—The student will read, construct meaning, and respond to a wide variety of literary forms.

Read and respond to grade-level-appropriate historically or culturally significant works of literature that reflect and enhance a study of history and social science. Clarify the ideas and connect them to other literary works.

***Oklahoma C³* Objective:**

1. Literary Genres—Demonstrate a knowledge of and an appreciation for various forms of literature.

   b. Analyze characteristics of subgenres, including autobiography, biography, fable, folk tale, mystery, and myth.

**Item Specifications:**

Emphasis:

- Understand characteristics of various literary forms.

Stimulus Attributes:

- Test items may include phrases, sentences, wording from the selection.

Content Limits:

- The selection must contain sufficient information for the reader to identify and analyze the characteristics of a variety of genres.
- Selections are subgenres, including autobiography, biography, fable, folk tale, mystery, and myth.

Format:

- Items require students to analyze the characteristics of certain literary forms as portrayed in the selection presented.

Distractor Domain:

- Incorrect answer choices (distractors) present illogical or unsubstantiated information related to the text or forms of literature other than that of the selection being used.

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*Oklahoma C*[3] 4.1b Sample Test Items:

Depth of Knowledge: 2
Correct Answer: D

**From "Theodore's Love of Nature"**

**The reader can tell that "Theodore's Love of Nature" is a biography because it**

**A** describes specific dates and places.

**B** uses details to support important ideas.

**C** relates factual information about a topic.

**D** describes important events in the life of a person.

Depth of Knowledge: 1
Correct Answer: D

**From "Theodore's Love of Nature"**

**What type of literature is "Theodore's Love of Nature"?**

**A** myth

**B** fable

**C** mystery

**D** biography

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Depth of Knowledge: 2
Correct Answer: A

**From "The First Lady of the World"**

**Which genre <u>best</u> describes "The First Lady of the World"?**

**A** It is a biography because it tells about a person's life.

**B** It is a myth because it is a traditional story with a hero.

**C** It is a folktale because it contains customs and beliefs of a culture.

**D** It is a autobiography because it is about a person's life and is written by that person.

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***Oklahoma C³* Standard**:

Standard 4: Literature—The student will read, construct meaning, and respond to a wide variety of literary forms.

Read and respond to grade-level-appropriate historically or culturally significant works of literature that reflect and enhance a study of history and social science. Clarify the ideas and connect them to other literary works.

***Oklahoma C³* Objective:**

2. Literary Elements—Demonstrate knowledge of literary elements and techniques and how they affect the development of a literary work.

   a. Analyze and explain elements of fiction, including plot, conflict, resolution, character, setting, theme, and point of view.

**Item Specifications:**

Emphasis:

- Plot
- Resolution
- Conflict
- Character
- Setting
- Theme
- Point of View

Content Limits:

- The reading selections are at grade level and have age-appropriate content.
- The reading selection must have the literary elements that students are expected to identify.
- Fictional texts are used.

Format:

- The items focus on use of story structures and literary elements.

Distractor Domain:

- Incorrect answer choices (distractors) may be illogical or unsubstantiated examples that may give explicit information from the text that does not answer the question, or may show confusion of the plot.

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*Oklahoma C*[3] 4.2a Sample Test Items:

Depth of Knowledge: 1
Correct Answer: C

**From "Just Like Practice"**

**Who is the main character of the passage?**

**A** Coach Sanders
**B** Tonesha
**C** Connie
**D** Julie

Depth of Knowledge: 1
Correct Answer: C

**From "Just Like Practice"**

**From whose point of view is the passage told?**

**A** Julia
**B** Connie
**C** Narrator
**D** Tonesha

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Depth of Knowledge: 2
Correct Answer: D

**From "The Stick Game"**

**What is the resolution in this passage?**

**A** Ulana purposely drops her sticks during the game.

**B** Ulana's brother asks her why she lost the game to Kimo.

**C** Kimo wants to play the game again despite losing the first game.

**D** Kimo is happy and is cheered by the other children for winning the game.

Depth of Knowledge: 3
Correct Answer: D

**From "Just Like Practice"**

**Which sentence from the passage <u>best</u> illustrates the theme?**

**A** Like always, she had spent the time hoping the ball would not come her way.

**B** Connie's knees felt like rubber as she ran out onto the field.

**C** For a second it looked good, but then sailed right, missing the goal by several feet.

**D** With the crowd and her teammates screaming behind her, Connie was determined to score.

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***Oklahoma C³* Standard**:

Standard 4: Literature—The student will read, construct meaning, and respond to a wide variety of literary forms.

Read and respond to grade-level-appropriate historically or culturally significant works of literature that reflect and enhance a study of history and social science. Clarify the ideas and connect them to other literary works.

***Oklahoma C³* Objective:**

2. Literary Elements—Demonstrate knowledge of literary elements and techniques and how they affect the development of a literary work.

   b. Identify and explain techniques of direct and indirect characterization in fiction.

**Item Specifications:**

Emphasis:

- Identify direct/indirect characterization and author's technique.

Content Limits:

- The reading selections are at grade level and have age-appropriate content.
- The reading selection must have the literary elements that students are expected to identify.
- Narrative texts that contain clear literary elements of developing characters are used.

Format:

- Items require the student to show an understanding of the author's technique and focus on use of characterization.

Distractor Domain:

- Incorrect answer choices (distractors) may be illogical or unsubstantiated examples that may give explicit information from the text that does not answer the question, or may show confusion of the plot.

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*Oklahoma C*[3] 4.2b Sample Test Items:

Depth of Knowledge: 2
Correct Answer: B

**From "The Stick Game"**

**Which sentence from the passage is an example of direct characterization?**

**A** The game continued in this way, with children banging and throwing sticks to the rhythm of the chant.

**B** He was her younger brother's friend, and as they played, she had observed that Kimo was kind, thoughtful, and intelligent.

**C** "When the same person wins all the time," she thought, "victory has less meaning."

**D** "I saw you drop that stick," he whispered harshly.

Depth of Knowledge: 2
Correct Answer: A

**From "Just Like Practice"**

**Which sentence from the passage is an example of indirect characterization?**

**A** Connie's knees felt like rubber as she ran out onto the field.

**B** In practice, Connie was a terrific player.

**C** In fact, some people thought she was better than Julia, the team's star player.

**D** Something happened to Connie during the games.

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Depth of Knowledge: 3
Correct Answer: C

**From "Camping in the Cold"**

**Read the lines from the poem.**

> **I thrive on cold soda and cake**
> **But here I am, burning hot dogs over a blazing fire.**

**This is an example of indirect characterization because it**

**A** identifies some of the actual thoughts of the narrator.

**B** tells exactly how the narrator feels about being there.

**C** reveals the personality of the narrator through his or her thoughts.

**D** shows that narrator has definite opinions about his or her likes and dislikes.

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***Oklahoma C³* Standard**:

Standard 4: Literature—The student will read, construct meaning, and respond to a wide variety of literary forms.

Read and respond to grade-level-appropriate historically or culturally significant works of literature that reflect and enhance a study of history and social science. Clarify the ideas and connect them to other literary works.

***Oklahoma C³* Objective:**

2. Literary Elements—Demonstrate knowledge of literary elements and techniques and how they affect the development of a literary work.

   c. Describe how the author's perspective, argument, or point of view affects the text.

   d. Analyze inferred and recurring themes in literary works (e.g., bravery, loyalty, historical).

**Item Specifications:**

Emphasis:

- Understand author's point of view and recurring themes in text.

Content Limits:

- Reading selections are at grade level and have age-appropriate content.
- Reading selections must have the literary elements that students are expected to identify.
- Narrative texts that contain clear literary elements of developing characters are used.

Format:

- Items require the student to show an understanding of the author's technique and focus on use of story structures and literary elements (point of view).

Distractor Domain:

- Incorrect answer choices (distractors) may reflect illogical or unsubstantiated examples that give explicit information from the text that does not answer the question, or may show confusion of the plot.

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*Oklahoma C*[3] 4.2c Sample Test Items:

Depth of Knowledge: 2
Correct Answer: D

**From "City Birds"**

**Which phrase best reflects the author's attitude toward the falcons?**

**A** . . . the birds were already on the endangered list.

**B** . . . these falcons are taught by patient, dedicated humans.

**C** During mating season, they set up nesting boxes . . .

**D** No longer endangered, these magnificent creatures are free again . . .

Depth of Knowledge: 2
Correct Answer: D

**From "Just Like Practice"**

**By telling this passage from Connie's point of view, the author helps the reader understand**

**A** how important Julia is to the soccer team.

**B** why Julia's injury keeps her from playing.

**C** why the coach insists on playing Connie each week.

**D** how Connie's lack of confidence affects her performance.

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Depth of Knowledge: 3
Correct Answer: D

**From "The First Lady of the World"**

**Read the last sentence from the passage.**

**She was the best First Lady in the history of our country.**

**Based on the author's opinion of Eleanor, what is the focus of the passage?**

**A** Eleanor's hopes

**B** Eleanor's obstacles

**C** Eleanor's childhood

**D** Eleanor's accomplishments

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*Oklahoma C*[3] 4.2d Sample Test Items:

Depth of Knowledge: 3
Correct Answer: C

**From "City Birds"**

**The theme of "City Birds" is the**

**A** beauty of nature.

**B** dangers of city life.

**C** return of the falcon.

**D** survival of the fittest.

Depth of Knowledge: 3
Correct Answer: C

**From "The Stick Game"**

**Which sentence supports the theme of the passage?**

**A** When a stick was dropped, the child left the circle.

**B** To be recognized as a successful Ti Rakau player is a great honor.

**C** "When the same person wins all the time," she thought, "victory has less meaning."

**D** "Everyone knows you could have won."

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Depth of Knowledge: 3
Correct Answer: C

**From "Just Like Practice"**

**Which topic is part of the major theme in "Just Like Practice"?**

**A** dedication

**B** cooperation

**C** overcoming fears

**D** winning at all costs

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***Oklahoma C³* Standard**

Standard 4: Literature—The student will read, construct meaning, and respond to a wide variety of literary forms.

Read and respond to grade-level-appropriate historically or culturally significant works of literature that reflect and enhance a study of history and social science. Clarify the ideas and connect them to other literary works.

***Oklahoma C³* Objective:**

3. Figurative Language and Sound Devices—The student will identify figurativelanguage and sound devices and will analyze how they affect the development of aliterary work.

   a. Identify and explain the use of figurative language in literary works to convey mood, images, and meaning, including metaphor, personification, and simile.

**Item Specifications:**

Emphasis:

- Identify figurative language: metaphor, personification, and simile.
- Explain figurative language explaining mood, images, and meaning.

Stimulus Attributes:

- Test items may include phrases, sentences, and/or wording from the selection.

Content Limits:

- Narrative and expository texts containing figurative language are used.

Format:

- Items require the student to show an understanding of the author's technique by selecting the meaning that best conveys the meaning of the target word or phrase based on the context.
- Items may direct the student to the appropriate part of the text.

Distractor Domain:

- Incorrect answer choices (distractors) are plausible but illogical or literal interpretations based on the context.

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*Oklahoma C*[3] 4.3a Sample Test Items:

Depth of Knowledge: 2
Correct Answer: B

**From "The Stick Game"**

**Which of the following from the passage contains a simile?**

**A** Children were supposed to be cheerful and carefree. . .

**B** . . . her hands were quick and agile, like the movements of a dolphin.

**C** . . . Kimo would one day prove to the others that he could win.

**D** One by one the other children dropped out.

Depth of Knowledge: 2
Correct Answer: A

**From "Camping in the Cold"**

**Read this line from the poem.**

**Eerily quiet except for the wind howling past us**

**The author uses personification to create a mood of**

**A** nervousness.

**B** enthusiasm.

**C** anger.

**D** trust.

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Depth of Knowledge: 3
Correct Answer: D

**From "The Mysterious Barite Rose"**

**What is the purpose of the simile in paragraph 2?**

**A** to show why the rocks are unusual

**B** to illustrate the author's knowledge

**C** to explain the roses' creation process

**D** to create an image for the reader to understand

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***Oklahoma C³* Standard**:

Standard 4: Literature—The student will read, construct meaning, and respond to a wide variety of literary forms.

Read and respond to grade-level-appropriate historically or culturally significant works of literature that reflect and enhance a study of history and social science. Clarify the ideas and connect them to other literary works.

***Oklahoma C³* Objective:**

3. Figurative Language and Sound Devices—The student will identify figurativelanguage and sound devices and will analyze how they affect the development of aliterary work.

   b. Identify and explain the use of sound devices in literary works to convey mood, images, and meaning, including alliteration, onomatopoeia, and rhyme.

**Item Specifications:**

Emphasis:

- Interpret sound devices of literary works including alliteration, onomatopoeia, and rhyme.

Stimulus Attributes:

- Test items may include lines, stanzas, and/or wording from the selection.

Content Limits:

- Poems and literary works must contain sufficient sound devices for the reader to identify.

Format:

- Items may ask the student to make connections between literal and figurative terminology.
- Items require the student to show an understanding of the author's technique by selecting the word or phrase that best conveys the meaning of the target word or phrase based on the context identifying the technique that the author is using.
- Items may direct the student to the appropriate part of the text.

Distractor Domain:

- Incorrect answer choices (distractors) may be illogical or unsubstantiated terminology that is not connected to the selection.
- Distractors may give explicit information from the text that does not answer the question, may show confusion of figurative language terminology, or may use literal meanings.

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*Oklahoma C*[3] 4.3b Sample Test Items:

Depth of Knowledge: 1
Correct Answer: D

**From "Camping in the Cold"**

**Which sound device does the poet use in line 14?**

**A** rhyme
**B** imagery
**C** alliteration
**D** onomatopoeia

Depth of Knowledge: 2
Correct Answer: B

**From "Camping in the Cold"**

**Crisp, clear, crackling.**

**The poet uses alliteration to describe**

**A** the fire.
**B** the wind.
**C** the forest.
**D** the leaves.

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Depth of Knowledge: 3
Correct Answer: B

**From "Camping in the Cold"**

**Read the lines from the poem.**

> **The trees' bare branches beat together like bones clacking in the wind**

**The author uses onomatopoeia to help support a mood of**

**A** comfort.

**B** anxiety.

**C** boredom.

**D** familiarity.

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***Oklahoma C³* Standard**:

Standard 4: Literature—The student will read, construct meaning, and respond to a wide variety of literary forms.

Read and respond to grade-level-appropriate historically or culturally significant works of literature that reflect and enhance a study of history and social science. Clarify the ideas and connect them to other literary works.

***Oklahoma C³* Objective:**

3. Figurative Language and Sound Devices—The student will identify figurative language and sound devices and will analyze how they affect the development of a literary work.

   c. Analyze poetry and evaluate poetic styles (e.g., rhymed, free verse, and patterned [cinquain, diamante]).

**Item Specifications:**

Emphasis:

- Interpret literary devices of poetry.

Stimulus Attributes:

- Test items may include phrases, sentences, wording from the selection.

Content Limits:

- Poetry must contain sufficient literary devices for the reader to identify.

Format:

- Items may ask the student to make connections between literal and figurative terminology.
- Items require the student to show an understanding of the author's technique by selecting the word or phrase that best conveys the meaning of the target word or phrase based on the context identifying the technique that the author is using.
- Items may direct the student to the appropriate part of the text.

Distractor Domain:

- Incorrect answer choices (distractors) may be illogical or unsubstantiated terminology that is not connected to the selection.
- Distractors may give explicit information from the text that does not answer the question, may show confusion of figurative language terminology, or may use literal meanings.

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*Oklahoma C*$^3$ 4.3c Sample Test Items:

Depth of Knowledge: 2
Correct Answer: B

**From "Camping in the Cold"**

**In stanza 13, what is the effect of the repetition of "Tomorrow"?**

**A** It shows thankfulness that the trip is almost over.

**B** It builds anticipation for the next day of camping.

**C** It proves that the narrator is very good at camping.

**D** It emphasizes the scheduled events that are planned.

Depth of Knowledge: 2
Correct Answer: A

**From "Camping in the Cold"**

**The poem can best be described as a**

**A** free verse.

**B** cinquain.

**C** ballad.

**D** lyric.

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Depth of Knowledge: 3
Correct Answer: C

**From "Camping in the Cold"**

**In lines 27 and 28, the comparison of night sounds to a small child creeping downstairs <u>most</u> helps to**

**A** imply that the animals are trying to escape.

**B** produce a dangerous element to the campout.

**C** create an image of forest animals slowly walking through the forest.

**D** suggest that most of the animals are babies sneaking away from parents.

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***Oklahoma C³* Standard**:

Standard 5: Research and Information—The student will conduct research and organize information.

***Oklahoma C³* Objective:**

1. Accessing Information—Select the best source for a given purpose.

   a. Use library catalogs and computer databases to locate sources for research topics.

   b. Access a variety of primary and secondary sources to locate information relevant to research questions.

**Item Specifications:**

Emphasis:

- Use and evaluate informational resources.

Stimulus Attributes:

- Test items may include phrases, sentences, wording from the selection.

Content Limits:

- Expository and functional texts are used.

Format:

- Given an informational source, the student selects the type of information found in that source.
- Items require the student to identify a plausible source of the reading selection or an appropriate source of additional information on the respective topic.
- Sources used are familiar to seventh-grade students.
- Correct answers are appropriate for the type of information required (e.g., trade books, almanacs, atlases, encyclopedias, dictionaries, thesauruses, magazines, and newspapers).
- Correct answers also may be such sources as films or places to visit (e.g., historic sites and museums).

Distractor Domain:

- Incorrect answer choices (distractors) are sources familiar to seventh-grade students but not appropriate for the information sought.

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*Oklahoma C*$^3$ 5.1a Sample Test Items:

Depth of Knowledge: 2
Correct Answer: A

**From "Theodore's Love of Nature"**

**Which key words would best help a student locate more information on the Internet about Mount Marcy?**

**A** Adirondack mountain

**B** Vermont river

**C** Rio Teodoro

**D** New York

Depth of Knowledge: 2
Correct Answer: B

**From "The Mysterious Barite Rose"**

**Which book would be most helpful in finding information about the formation of rose rocks?**

**A** *Oklahoma Rock Collecting Club*

**B** *Oklahoma Minerals, Crystals, and Rocks*

**C** *Gems From the Southwest Online Catalog*

**D** *Photographing Rocks, Minerals, and Crystals*

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Depth of Knowledge: 2
Correct Answer: B

**From "The Mysterious Barite Rose"**

**What would be the <u>best</u> way to find out when the rose rock became the official rock of Oklahoma?**

**A** Look in a book containing data on the geography of the Southwestern United States.

**B** Use an Internet search engine with the key words Oklahoma and rose rock.

**C** Access an online catalog to search for historical references of Oklahoma.

**D** Locate several books on the history of the Southwestern United States.

Depth of Knowledge: 2
Correct Answer: B

**From "Theodore's Love of Nature"**

**Which source would <u>best</u> help the reader visualize the 40 million acres set aside by Roosevelt for national forests?**

**A** a documentary about conserving our forests

**B** a map showing the layout of these national forests

**C** a photograph of different scenes in these national forests

**D** a television show about the people who visit national forests

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*Oklahoma C*[3] 5.1b Sample Test Items:

Depth of Knowledge: 1
Correct Answer: C

**From "Theodore's Love of Nature"**

**Where would a student look to find the most recent information on conservation efforts?**

**A** an atlas

**B** an almanac

**C** an online site

**D** an encyclopedia

Depth of Knowledge: 1
Correct Answer: A

**From "Theodore's Love of Nature"**

**Where would a student need to look to find the nearest national park?**

**A** atlas

**B** globe

**C** glossary

**D** dictionary

Depth of Knowledge: 2
Correct Answer: A

**From "The First Lady of the World"**

**Which book would be the best source for information about Eleanor Roosevelt's travels?**

**A** *Around the United States With Eleanor Roosevelt*

**B** *Eleanor Roosevelt's Life After the White House*

**C** *The American Tradition of Politics*

**D** *United States Travel Guide*

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***Oklahoma C³* Standard**:

Standard 5: Research and Information—The student will conduct research and organize information.

***Oklahoma C³* Objective:**

1. Accessing Information—Select the best source for a given purpose.

   c. Gather data for research purposes through interviews (e.g., prepare and organize relevant questions, make notes of responses, and compile the information).

   d. Use organizational strategies as an aid to comprehend increasingly difficult content material.

**Item Specifications:**

Emphasis:

- Use organizational and research strategies.

Stimulus Attributes:

- Test items may include phrases, sentences, and wording from the selection.

Content Limits:

- Selections must be substantive enough to allow for the type of study strategy called for in the item.
- Narrative and expository texts are used.

Format:

- Given an incomplete outline, web, standard, or map, the student selects relevant key concept details to complete the summary.
- Items require the student to identify the word or sentence, fact, idea, or characteristic that is most relevant to the selection.
- Items require the student to use an organizational strategy to comprehend content material.

Distractor Domain:

- Incorrect answer choices (distractors) include, but are not limited to, plausible but ineffective strategies for a particular text.
- Distractors are extraneous or irrelevant information from the text or implied by the text.

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*Oklahoma C*[3] 5.1c Sample Test Items:

Depth of Knowledge: 2
Correct Answer: D

**From "City Birds"**

**Which of these questions about New York City's falcons would be best to ask in an interview with a wildlife biologist?**

**A** What is your favorite type of falcon?

**B** Why are people fascinated by falcons?

**C** Where is the best place in New York City to see falcons?

**D** How have falcons changed to adapt to living in New York City?

Depth of Knowledge: 2
Correct Answer: D

**From "The Mysterious Barite Rose"**

**Which strategy would be most effective when compiling information from an interview?**

**A** describing the setting of the interview

**B** rereading notes into a recording device

**C** writing down every word that was spoken

**D** summarizing ideas that relate to the research

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Depth of Knowledge: 2
Correct Answer: C

**From "The Mysterious Barite Rose"**

**When researching rose rocks, which of these questions would be <u>best</u> to ask in an interview with an oceanographer?**

**A** Which color common in rose rocks is your favorite?

**B** What types of shells are formed from the sand in the ocean?

**C** How did ocean currents cause the rose rocks to look like petals?

**D** Which rose rock is the most valuable for collectors to attempt to find?

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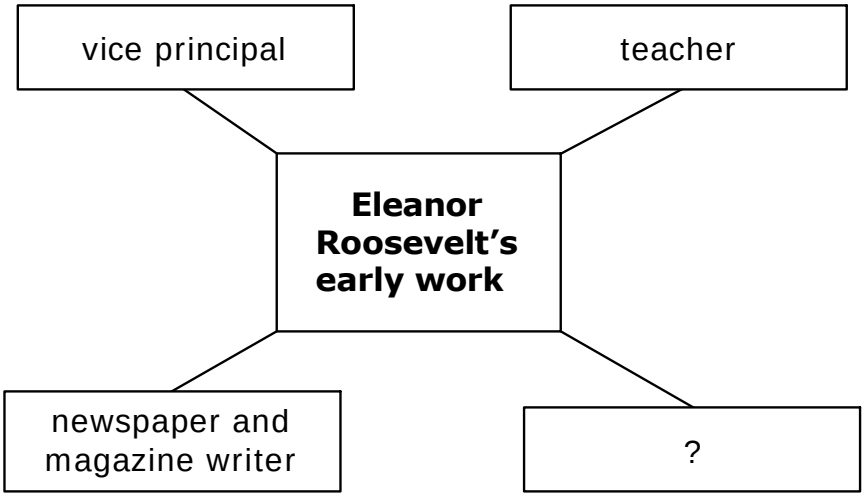
*Oklahoma C*[3] 5.1d Sample Test Items:

Depth of Knowledge: 2
Correct Answer: C

**From "The First Lady of the World"**




**Which best completes the web?**

**A** First Lady

**B** school in England

**C** League of Women Voters

**D** Commission on Human Rights

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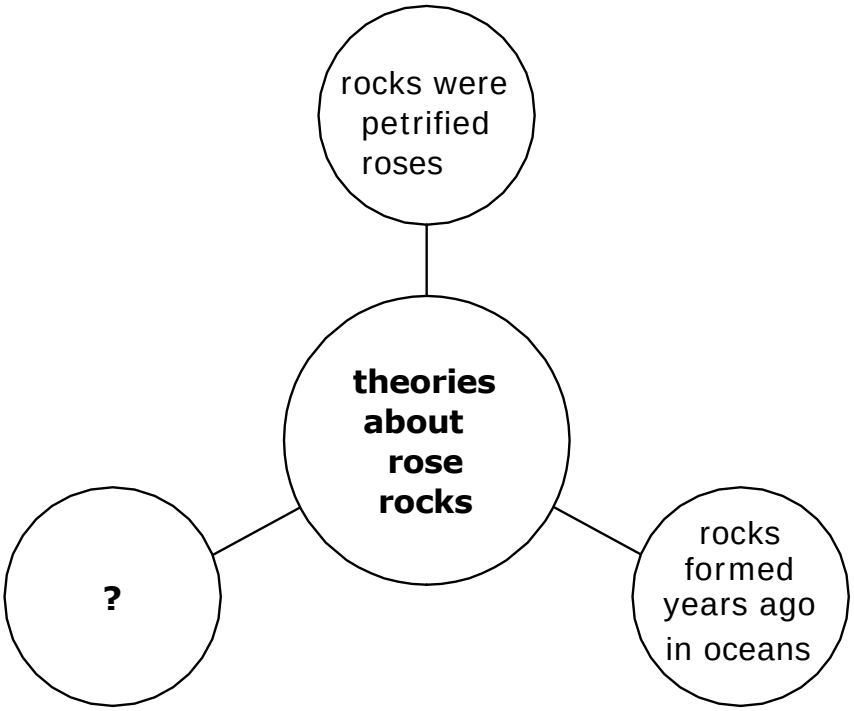
Depth of Knowledge: 2
Correct Answer: C

**From "The Mysterious Barite Rose"**




**Which <u>best</u> completes the web?**

**A** rocks can be large and heavy

**B** rocks found in several places

**C** rocks still being formed today

**D** rocks appear in various colors

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Depth of Knowledge: 2
Correct Answer: C

**From "Just Like Practice"**

**Look at the story map.**

| | | | | | | |
|---|---|---|---|---|---|---|
| Julia is hurt in the soccer game. | → | Coach asks Connie to go in the game. | → | ? | → | Connie steals the ball and scores a goal. |

**Which <u>best</u> completes the story map?**

**A** The teams must continue playing to break the tie.

**B** Connie hopes that the ankle of her friend is not hurt.

**C** Connie receives a pass but shoots and misses the goal.

**D** Julia encourages Connie to play like she does in practice.

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***Oklahoma C³* Standard**:

Standard 5: Research and Information—The student will conduct research and organize information.

***Oklahoma C³* Objective:**

1. Accessing Information—Select the best source for a given purpose.

   e. Note instances of persuasion, propaganda, and faulty reasoning in text.

**Item Specifications:**

Emphasis:

- Evaluate the author's presentation of ideas and issues.
- Recognize persuasion, propaganda, and faulty reasoning.

Stimulus Attributes:

- Test items may include phrases, sentences, and wording from the selection.

Content Limits:

- Narrative texts are used, as well as expository and functional texts such as consumer materials, editorials, magazine and newspaper articles, speeches, speech excerpts, school or college brochures and advertisements.
- The selection must be substantive enough to allow a student to identify persuasion, propaganda, and faulty reasoning within the text.

Format:

- Items require the student to recognize persuasive language and techniques, fallacy in arguments, and statements of bias.

Distractor Domain:

- Incorrect answer choices (distractors) are illogical interpretations of persuasive language and techniques and faulty analysis of arguments and bias.

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*Oklahoma C*[3] 5.1e Sample Test Items:

Depth of Knowledge: 3
Correct Answer: B

**From "The First Lady of the World"**

**How does the author try to convince the reader that Eleanor was the best First Lady in the history of our country?**

**A** The author explains the concern Eleanor had for others.

**B** The author describes Eleanor's character traits and many contributions to our country.

**C** The author describes Eleanor's childhood interests and how they translated into her future personality.

**D** The author tells how Eleanor gained confidence in herself and married a future president of our country.

Depth of Knowledge: 2
Correct Answer: D

**From "Theodore's Love of Nature"**

**Which fact from the passage helps to convince the reader that Roosevelt worked for causes that were important for future generations?**

**A** Roosevelt became the 26th President of the United States of America.

**B** Roosevelt called a flock of migrating swallows to his family home.

**C** Roosevelt climbed the highest peak in the Adirondack Mountains.

**D** Roosevelt increased national forests by 40 million acres.

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Depth of Knowledge: 3
Correct Answer: B

**From "The Mysterious Barite Rose"**

**What discovery disproves the theory that rose rocks are petrified roses?**

**A** that an ocean once covered the state

**B** that the rocks are composed of barium and sulfate

**C** that the color of the rocks vary from place to place

**D** that rose rocks can be found in several places around the world

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***Oklahoma C³* Standard**:
Standard 5: Research and Information—The student will conduct research and organize information.

***Oklahoma C³* Objective:**

1. Accessing Information—Select the best source for a given purpose.

   f. Use reference features of printed text, such as citations, endnotes, and bibliographies to locate relevant information about a topic.

**Item Specifications:**

Emphasis:

- Use text features and organizers.

Stimulus Attributes:

- Test items may include headings, graphic features, table of contents, phrases, sentences, and wording from the selection.

Content Limits:

- The selection must be substantive enough to allow for the type of text organizer called for in the item (headings, graphic features, table of contents).
- Narrative and expository texts are used.

Format:

- Items require the student to identify the word or sentence, fact, idea, or characteristic that is most or least important to a text organizer in the selection.
- Items require the student to use a particular adjunct aid or text feature (e.g., heading, questions at end of selection, pictures, captions, illustrations, author's margin notes, bold-faced print, maps, graphs, etc.).

Distractor Domain:

- Incorrect answer choices (distractors) include, but are not limited to, plausible but ineffective text organizers for a particular text.
- Distractors are extraneous or irrelevant information from the text or implied by the text.

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*Oklahoma C*[3] 5.1f Sample Test Items:

Depth of Knowledge: 2
Correct Answer: B

**From "City Birds"**

**Where in a science textbook would a student find the definition of "endangered"?**

**A** in the index

**B** in the glossary

**C** in the appendix

**D** in the bibliography

Depth of Knowledge: 2
Correct Answer: D

**From "Theodore's Love of Nature"**

**Which source would most likely help the reader learn more about Theodore Roosevelt's conservation efforts?**

**A** Anderson, Julie. A 20th Century Leader. NY: R. L. Sattel & Sons. 1920.

**B** Ross, Mary. The Character of Theodore Roosevelt. Indianapolis, IN: Harris Press, 1919.

**C** Candall, John. Roosevelt the Author. New Station: Pittman University Press. 1919.

**D** O'Donnell, M. Outdoors with President Roosevelt. Boston: Johnson & Johnson Co. 1906.

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***Oklahoma C³* Standard**:
Standard 5: Research and Information—The student will conduct research and organize information.

***Oklahoma C³* Objective:**

2. Interpreting Information—The student will analyze and evaluate information from avariety of sources.

   a. Record, organize, and display relevant information from multiple sources in systematic ways (e.g., outlines, graphic organizers, or note cards).

**Item Specifications:**

Emphasis:
- Use note cards, charts, outlines, timelines, and note cards.

Stimulus Attributes:
- Test items may include phrases, sentences, and wording from the selection.

Content Limits:
- The selection must be substantive enough to allow for the type of study strategy called for in the item (note cards, charts, outlines, graphs).
- Narrative and expository texts are used.
- Multiple sources must be used. Multiple sources may include either paired passages or a single passage with additional source information included in the item.

Format:
- Given an incomplete outline, web, standard, or map, the student selects relevant key concept details to complete the summary.
- Items require the student to identify the word or sentence, fact, idea, or characteristic that is most or least important to a summary of the selection.
- Items require the student to use a particular adjunct aid or text feature (e.g., heading, questions at end of selection, pictures, captions, illustrations, author's margin notes, bold-faced print, maps, graphs, etc.).

Distractor Domain:
- Incorrect answer choices (distractors) include, but are not limited to, plausible but ineffective strategies for a particular text.
- Distractors are extraneous or irrelevant information from the text or implied by the text.

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*Oklahoma C*[3] 5.2a Sample Test Items:

Depth of Knowledge: 2
Correct Answer: C

**From "Theodore's Love of Nature"**

I. Theodore's Love of Nature
   A. Childhood
      1. _____
      2. Turned room into museum
      3. Learned birdcalls
   B. Adulthood
      1. Climbed Mount Marcy
      2. Discovered origin of river
   C. Presidency
      1. Increased national forests
      2. Created five national parks
      3. Added monuments and bird shelters

**Which best completes the outline?**

**A** Traveled to Brazil

**B** Traveled to Vermont

**C** Kept notebook of observations

**D** Lifted weights to develop strength

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Depth of Knowledge: 2
Correct Answer: B

**From "Theodore's Love of Nature"**

**A student wants to include information about the increase in national forests during Roosevelt's presidency in a report.**

**Which would be the <u>best</u> way to organize the information?**

**A** outline

**B** graph

**C** web

**D** map

Depth of Knowledge: 3
Correct Answer: C

**From "Theodore's Love of Nature"**

**Read the following excerpt from a speech about the Grand Canyon given by Theodore Roosevelt.**

> **". . . Leave it as it is. You cannot improve on it. The ages have been at work on it, and many can only mar it. What you can do is to keep it for your children, your children's children, and for all who come after you, as one of the great sights which every American if he can travel at all should see. . ."**

**Which would <u>best</u> help a student compare the information above to the information from "Theodore's Love of Nature"?**

**A** a timeline showing important events in the life of Roosevelt

**B** a map showing places in nature that Roosevelt cared about

**C** a chart listing ways Roosevelt supported conservation efforts

**D** note cards displaying various topics of interest to Roosevelt

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***Oklahoma C³* Standard**:

Standard 5: Research and Information—The student will conduct research and organize information.

***Oklahoma C³* Objective:**

2. Interpreting Information—The student will analyze and evaluate information from avariety of sources.

   b. Interpret and use graphic sources of information such as graphs, maps, timelines, or tables, to address research questions.

**Item Specifications:**

Emphasis:

- Use informational resources.

Stimulus Attributes:

- Test items may include maps, graphs, timelines, and/or tables from the selection.

Content Limits:

- Expository and functional texts are used.

Format:

- Given an informational source, the student selects the type of information found in that source.
- Sources used are familiar to seventh-grade students.
- Correct answers are appropriate for the type of information required (e.g., maps, graphs, timelines, and/or tables).

Distractor Domain:

- Incorrect answer choices (distractors) are sources familiar to seventh-grade students but not appropriate for the information sought.

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*Oklahoma C*[3] 5.2b Sample Test Items:

Depth of Knowledge: 2
Correct Answer: D

**From "Theodore's Love of Nature"**

**Which strategy would a student use to compare events in Roosevelt's life and other historical events?**

**A** chart
**B** graph
**C** outline
**D** timeline

Depth of Knowledge: 2
Correct Answer: B

**From "The Mysterious Barite Rose"**

**Which graphic aid would best help compare characteristics of rose rocks found in Oklahoma to rose rocks found elsewhere?**

**A** map
**B** chart
**C** outline
**D** timeline

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Depth of Knowledge: 3
Correct Answer: C

**From "City Birds"**

**Which graphic source would <u>best</u> help a student understand the description in paragraph 4 of the passage?**

**A** a timeline displaying the project's major events

**B** a map showing where the falcons were released

**C** a chart displaying the lessons taught to the falcons

**D** a graph showing the falcons' numbers dropping over the years

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***Oklahoma C³* Standard**:
Standard 5: Research and Information—The student will conduct research and organize information.

***Oklahoma C³* Objective:**

2. Interpreting Information—The student will analyze and evaluate information from a variety of sources.

   c. Analyze and paraphrase or summarize information gathered from a variety of sources into a research paper.

   d. Determine the appropriateness of an information source for a research topic.

**Item Specifications:**

Emphasis:
- Make connections between sources.

Stimulus Attributes:
- Test items may include phrases, sentences, and wording from the selection.

Content Limits:
- Selections must contain sufficient information for the reader to make connections between the texts.
- Expository texts are used.

Format:
- Items require the student to analyze, synthesize, evaluate, and paraphrase information from multiple sources.
- Items require students to make a connection between texts.

Distractor Domain:
- Incorrect answer choices (distractors) are plausible but ineffective comparisons between texts and have incorrect information related to the sources in question.

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*Oklahoma C*$^3$ 5.2c Sample Test Items:

Depth of Knowledge: 3
Correct Answer: B

**From "The First Lady of the World"**

"Eleanor Roosevelt traveled extensively while First Lady of the United States. She made visits to relief programs around the nation and reported her findings to her husband, President Franklin D. Roosevelt." (Cooke, Blanch. Eleanor Roosevelt. Penguin Books. New York: 1992.)

"Eleanor often traveled around the United States gathering information for her husband. Her experiences led her to become an advocate for minorities, women, and the poor." (Freedman, Russell. Eleanor Roosevelt: Life of Discovery. Clarion Books. New York: 1993.)

**Which statement best paraphrases the information in these quotes?**

**A** While she was the First Lady of the United States, Eleanor Roosevelt traveled around the country visiting minorities, women, and the poor and gathering information for her husband, President Franklin D. Roosevelt.

**B** Traveling around the country on behalf of her husband, President Franklin D. Roosevelt, First Lady Eleanor Roosevelt reported on many programs and became a supporter of minorities, women, and the poor.

**C** As First Lady of the United States, Eleanor often made visits to relief programs around the country, where she gathered information and reported back to her husband, President Franklin D. Roosevelt.

**D** Eleanor Roosevelt, wife of President Franklin D. Roosevelt, became a strong supporter of minorities, women, and the poor after traveling around the country as First Lady of the United States.

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Depth of Knowledge: 3
Correct Answer: D

**From "The Mysterious Barite Rose"**

**In 1968, the rose rock became the state rock of Oklahoma. People in Oklahoma take their rose rocks seriously. In Noble, the Rose Rock museum displays all sizes and shades of rose rocks. In the spring, the Rose Rock Festival is a favorite event. People near and far visit to the honor the Oklahoma state rock!**

**—excerpt from an outside source**

**Which statement <u>best</u> paraphrases the information above and the information from paragraph 2 of the passage?**

**A** People have found ways to honor the rose rocks found in Oklahoma.

**B** Oklahoma has red soil which causes their rose rocks to be a red shade.

**C** The special rose rocks from Oklahoma range in color from dusty red to crimson.

**D** People in Oklahoma celebrate the special rose rocks that are unique to their state.

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Depth of Knowledge: 3
Correct Answer: C

**From "City Birds"**

**Peregrine Falcons have adapted to living in cities. Cities offer tall buildings and bridges with ledges for nesting. Many cities have water sources, large populations of birds for food, and few natural predators.**

**—excerpt from an outside source**

**Which statement <u>best</u> summarizes the information above and the information from paragraph 6 of the passage?**

**A** Very few predators threaten falcon nests in the city, and they can find plenty to eat there also.

**B** The tall buildings and streets of a big city remind falcons of their natural habitat in the mountains.

**C** Offering homes, food, water and safety, cities are a great substitute for a falcon's natural habitat in the mountains.

**D** Providing falcons with all the essentials, mountainous areas are a falcon's natural habitat, but cities will work also.

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*Oklahoma C*[3] 5.2d Sample Test Items:

Depth of Knowledge: 2
Correct Answer: D

**From "Camping in the Cold"**

**Read the results from an Internet search using the key word "Camping."**

**All Things Camping—Home Page**
All Things Camping is the world's largest supplier of camping supplies and accessories. Description: National supplier of camping accessories and supplies with toll-free 24-hour mail order service.

**Camping—Campground Reservations**
Camping at many outdoor recreation facilities and activities . . . Make reservations here! Descriptions: Camping Cabin Day Use. Locate Campground Name or Lake. Directions given.

**American Camping Group—Summer Camp . . .**
The American Camping Group is dedicated to enriching the lives of children and adults through the camp experience . . . article on summer camp experiences.
Description: Community of camp professionals dedicated to enriching the lives of children . . .

**Camping for Everyone—articles, resources . . .**
Guides, Frequently Asked Questions, and Camping Guides. You'll find articles covering camping, cooking, outdoor activities, safety tips, and more . . .
Description: Includes frequently asked questions and camping guides.

**Which Web site from this search would be the <u>best</u> reference to find specific tips on how to camp safely?**

**A** All Things Camping—Home Page

**B** Camping—Campground Reservations

**C** American Camping Group—Summer Camp . . .

**D** Camping for Everyone—articles, resources . . .

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Depth of Knowledge: 2
Correct Answer: D

**From "Theodore's Love of Nature"**

**Which Web site would provide the <u>most</u> information about Roosevelt's conservation policies?**

**A** Theodore Roosevelt: Images of Theodore Roosevelt while President

**B** Biography of Theodore Roosevelt: Brief biography from the official White House site

**C** Theodore Roosevelt Quotes: 84 quotes and quotations by Theodore Roosevelt

**D** Theodore Roosevelt and the U.S. National Park Service: Formation and background about the beginning of the national parks

Depth of Knowledge: 2
Correct Answer: B

**From "City Birds"**

**Which would be the <u>best</u> source for more information about the peregrine falcon population problem?**

**A** a book titled *Identifying Birds of Prey Nature Guide*

**B** a magazine article titled "The Fall and Rise of the Great Peregrine Falcon"

**C** an online encyclopedia article on peregrine falcon with pictures, statistics, and habitat description

**D** a Web site with photographs and information on the peregrine falcons, including its size, habitat, and diet

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***Oklahoma C³* Standard**:
Standard 5: Research and Information—The student will conduct research and organize information.

***Oklahoma C³* Objective:**

2. Interpreting Information—The student will analyze and evaluate information from avariety of sources.

   e. Identify and credit the sources used to gain information for both quoted and paraphrased information in a bibliography using a consistent format.

**Item Specifications:**

Emphasis:
- Reference sources.

Stimulus Attributes:
- Test items may include phrases, sentences, and wording from the selection.

Content Limits:
- Selections must be substantive enough to allow for the reader to be able to identify and credit reference sources.

Format:
- Items require students to choose the appropriate text feature that identifies the reference source of the text.

Distractor Domain:
- Incorrect answer choices (distractors) are examples of sources related to the task with plausible yet incorrectly cited information that students relate back to the text.

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*Oklahoma C*[3] 5.2e Sample Test Items:

Depth of Knowledge: 2
Correct Answer: C

**From "Camping in the Cold"**

**Which citation correctly credits the information source?**

**A** The Complete Guide to Camping by John Stevens, 1993 by Warton House Publishing, New York.

**B** John Stevens: The Complete Guide to Camping, 1993, New York, by Warton House Publishing.

**C** Stevens, John. The Complete Guide to Camping. New York: Warton House Publishing, 1993.

**D** The Complete Guide to Camping. Warton House Publishing, New York, by Stevens, John.

Depth of Knowledge: 2
Correct Answer: B

**From "The First Lady of the World"**

**Which citation correctly credits a magazine article used to research the passage?**

**A** Cronin, Joanne. "First Lady, Eleanor Roosevelt." Summer 2005: 38-41. U.S. History Magazine.

**B** Cronin, Joanne. "First Lady, Eleanor Roosevelt." U.S. History Magazine Summer 2005: 38-41.

**C** "First Lady, Eleanor Roosevelt." Joanne Cronin. U.S. History Magazine Summer 2005: 38-41.

**D** Joanne Cronin. U.S. History Magazine. Summer 2005: First Lady, Eleanor Roosevelt. 38-41.

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Depth of Knowledge: 2
Correct Answer: B

**From "City Birds"**

**If the author wants to add a direct quotation from a newspaper article, which citation would be correct?**

**A** "Birds in the Big City." Eric Nevius. New York News 12 Sept. 1975: B2.

**B** Nevius, Eric. "Birds in the Big City." New York News 12 Sept. 1975: B2.

**C** Eric Nevius. New York News. "Birds in the Big City." 12 Sept. 1975: B2.

**D** "Birds in the Big City." Nevius, Eric. 12 Sept. 1975: B2. New York News.

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